

**AN UNDERGRADUATE THESIS**

**AN ANALYSIS OF STUDENTS' STRATEGIES  
USED IN ENGLISH INTO INDONESIA TRANSLATION PROCESS  
AMONG THE THIRD SEMESTER STUDENTS  
OF THE ENGLISH DEPARTMENT AT IAIN METRO**

**BY:**

**ENDANG SRI DEWI ASTUTI  
Student Number : 1701070089**



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

**STATE INSTITUTE FOR ISLAMIC STUDIES OF METRO  
1443 H/ 2022 M**

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USED IN ENGLISH INTO INDONESIA TRANSLATION PROCESS  
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OF THE ENGLISH DEPARTMENT AT IAIN METRO**

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

**By:**

**ENDANG SRI DEWI ASTUTI  
Student Number: 1701070089**

**Tarbiyah and Teacher Training Faculty  
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**STATE INSTITUTE FOR ISLAMIC STUDIES OF METRO  
1443 H/ 2022 M**



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**NOTIFICATION LETTER**

Number :  
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Matter : **In order to hold the Munaqosah of Endang Sri Dewi Astuti**

To:  
The Honorable the Head of Tarbiyah Department  
of State Institute For Islamic Studies of Metro

*Assalamu'alaikum, Wr. Wb*


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

Name : Endang Sri Dewi Astuti  
Students Number : 1701070089  
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Department : English Education  
Title : AN ANALYSIS OF STUDENTS STRATEGIES USED IN ENGLISH  
INDONESIA TRANSLATION PROCESS AMONG THE THIRD SEMESTER  
STUDENTS OF THE ENGLISH DEPARTMENT AT IAIN METRO

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

*Wassalamu'alaikum Wr. Wb*

**The Head of English Education  
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Nomor :  
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Kepada Yth,  
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*AssalamualaikumWr.Wb.*

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

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INDONESIA TRANSLATION PROCESS AMONG THE THIRD  
SEMESTER STUDENTS OF THE ENGLISH DEPARTMENT AT IAIN  
METRO

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

*Wassalmu'alaikum Wr. Wb*

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**APPROVAL PAGE**

Title : AN ANALYSIS OF STUDENTS STRATEGIES USED IN ENGLISH  
INDONESIA TRANSLATION PROCESS AMONG THE THIRD  
SEMESTER STUDENTS OF THE ENGLISH DEPARTMENT AT IAIN  
METRO

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Department : English Education

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**APPROVED BY:**

**To be discussed in the Thesis (Munaqosah) in Tarbiyah Faculty and Teachers  
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Metro, 09 February 2022  
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**Aisyah Sunarwan, M.Pd**  
NIDN. 0207021301



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**RATIFICATION PAGE**

No. 3-1879/11.28.1/D/PP.00.9/05/2022

An Undergraduate thesis entitled: AN ANALYSIS OF STUDENTS' STRATEGIES USED IN ENGLISH INDONESIA TRANSLATION PROCESS AMONG THE THIRD SEMESTER STUDENTS OF THE ENGLISH DEPARTMENT AT IAIN METRO. Written by: Endang Sri Dewi Astuti, Student Number 1701070089, English Education Department, had been examined (Munaqosyah) in Tarbiyah and Teacher Training Faculty on Tuesday, March 15<sup>th</sup>, 2022 at 14:00 – 16:00 p.m

**BOARD OF EXAMINERS:**

Chairperson : Aisyah Sunarwan, M.Pd

Examiner I : Dr. Widhiya Ninsiana, M.Hum

Examiner II : Aria Septi Anggaira, M.Pd

Secretary : Eka Yuniasih, M.Pd



The Dean of Tarbiyah and Teacher Training Faculty



**AN ANALYSIS OF STUDENTS' STRATEGIES  
USED IN ENGLISH INTO INDONESIA TRANSLATION PROCESS  
AMONG THE THIRD SEMESTER STUDENTS  
OF THE ENGLISH DEPARTMENT AT IAIN METRO**

**ABSTRACT**

**By:  
Endang Sri Dewi Astuti**

The purpose of this study is to analyze the strategies used by third semester students of the English Department of IAIN Metro.

This research method is qualitative research. The subjects of this study were third semester students of the English Department of IAIN Metro. In collecting data, researcher used observation, interviews and documentation.

The results showed that the researcher found five of type strategies used in translating made by the third semester students' of IAIN Metro. They are 31% students' used the strategies of paraphrase, 24% was using an illustration, 20% was using a loan word, 15% was Translation by a more general word (Superordinate) and 8% students were using Translation by more neutral strategies. Translation Omission and Translation by cultural substitution not found in result of English Indonesian translation. Based on the results of this study, the researcher can conclude that the paraphrase and illustration strategies are often used by third semester students of the English Department at IAIN Metro.

**Keywords:** Strategies, Translating, English-Indonesian Translation

**ANALISIS STRATEGI YANG DIGUNAKAN MAHASISWA  
DALAM PROSES TERJEMAHAN BAHASA INGGRIS  
KEDALAM BAHASA INDONESIA  
DI SEMESTER TIGA JURUSAN BAHASA INGGRIS DI IAIN METRO**

**ABSTRAK**

**By:  
Endang Sri Dewi Astuti**

Tujuan dari penelitian ini adalah untuk menganalisis strategi yang digunakan oleh mahasiswa semester tiga jurusan bahasa Inggris IAIN Metro.

Metode penelitian ini adalah penelitian kualitatif. Subyek penelitian ini adalah mahasiswa semester tiga Jurusan Bahasa Inggris IAIN Metro. Dalam pengumpulan data, peneliti menggunakan observasi, wawancara dan dokumentasi.

Hasil penelitian menunjukkan bahwa peneliti menemukan lima jenis strategi yang digunakan dalam menerjemahkan yang dibuat oleh mahasiswa semester tiga IAIN Metro. 31% Mahasiswa menggunakan strategi parafrase, 24% Mahasiswa menggunakan ilustrasi, 20% Mahasiswa menggunakan kata pinjaman, 15% menggunakan terjemahan kata yang lebih umum dan 8% Mahasiswa menggunakan terjemahan yang lebih netral. Penghilangan terjemahan dan substitusi budaya tidak ditemukan dalam hasil terjemahan bahasa Inggris-Indonesia. Berdasarkan hasil penelitian, peneliti dapat menyimpulkan bahwa strategi Paraphrase dan ilustrasi sering digunakan oleh mahasiswa semester tiga jurusan bahasa Inggris di IAIN Metro.

*Kata kunci: Strategi, Penerjemahan, Terjemahan Inggris-Indonesia*



### STATEMENT OF RESEARCH ORIGINALITY

The Undersigned:

Name : Endang Sri Dewi Astuti  
Student Id : 1701070089  
Department : English Education (TBI)  
Faculty : Tarbiyah and Teachers Training

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

Metro, March 15, 2022

The Researcher



Endang Sri Dewi Astuti

NPM.1701070089

## ORISINALITAS PENELITIAN

Yang bertanda tangan dibawah ini:

Nama : Endang Sri Dewi Astuti  
NPM : 1701070089  
Jurusan : Tadris Bahasa Inggris  
Fakultas : Tarbiyah dan Ilmu Keguruan

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

Metro, 15 Maret 2022

The Researcher



Endang Sri Dewi Astuti  
NPM.1701070089

## MOTTO

فَإِنَّ مَعَ الْعُسْرِ يُسْرًا (٥)

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

( Al-Insyirah :5 )

## **DEDICATION PAGE**

This undergraduate thesis would highly be dedicated to:

1. My beloved parents, Mr. Agus Hariyanto and Mrs. Yulianti thank you for all the pray,love, the great support and do everything for me to finish this thesis.
2. My lovely young Brother Muzaki Al-bukhari and Muhammad Hafiz Al-faqih who always cheer me up every time. May Allah grant our dreams and we can achieve success together.
3. My beloved husband, Miftahul Sobri, S.H thank you for always supporting me in every step of the way You always showed me the right way and comforted me when I was down.
4. All of my beloved friends, without whose support I would not be able to finish this undergraduate thesis
5. My beloved almamater State Institute For Islamic Studies of Metro

## ACKNOWLEDGEMENT

First of all, praise be to Allah, Lord of the worlds, who has given His loving and blessing so the writer could finish this Undergraduate Thesis entitled “*An Analysis Of Students Strategies Used In English Into Indonesia Translation Process Among the Third Semester Students of English Department At IAIN Metro*”. Prayer and peace of Allah SWT may always be upon the Prophet Muhammad, who has guided all creatures from the darkness to the lightness, from stupidly era to the cleverness within Islamic religion.

This undergraduate thesis is arranged as a fulfillment of requirement for the degree of Sarjana Pendidikan (S.Pd) in English Education Department of IAIN Metro.

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

1. Dr. Siti Nurjanah, M.Ag. as the Rector of IAIN Metro, who have been willing to give the opportunity to the researcher, so the researcher could complete the study to take a Bachelor degree.
2. Dr. Zuhairi, M.Pd as the Dean of the Tarbiyah and Teacher Training Faculty, who gives permission to write an undergraduate thesis as a form of final assignment.
3. Andianto, M. Pd as the Head of English Education Department of IAIN Metro, who is willing to give permission for research to the researcher so that this undergraduate thesis can be arranged and also the time and direction which have been given.

4. Aisyah Sunarwan, M. Pd as the advisor, who gave many advices and suggestions so that this undergraduate thesis could be finished well.
5. All the lectures in English Education Departement who always give support, motivation and knowledge to the writer during her study in IAIN Metro.
6. My parents, all of my friends who always give me support, motivation, inspiration, and their prayer in the process of writing and counseling this undergraduate thesis.

The researcher realizes that this undergraduate thesis is far from perfect, but the researcher hopes that this research can give some benefits especially for all the readers and for all the knowledge seekers.

Metro, March 15, 2022  
The writer



**Endang Sri Dewi Astuti**  
**1701070089**

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## CHAPTER I INTRODUCTION

### A. Background of the Study

A language as system of communication used by humans in their daily life. According to Ramelan Language is a system of the arbitrary vocal symbol used for human communication.<sup>1</sup> language as the way how to communicate or interact with others, through language that can deliver expression, emotion, and message. Particularly in this globalization period where communication is exceptionally needed requiring for sharing ideas and kinds of information from others. One of the language that has an important role that is English.

Furthermore, According to David Crystal English is a global language. English is used in countries where large numbers of people speak the language including the united kingdom, the united states, Australia, Canada, and New Zealand. English become the international language that use to communicate worldwide.<sup>2</sup> As an international language, English is considered an important language to be learned. Mastering English becomes needed for all people.

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<sup>1</sup> Nanik Mariani and Fatchul Mu'in, *An Introduction to Linguistics, Teaching and Learning Material*, first edition (Banjarmasin, Kalimantan Selatan: PBS FKIP Universitas Lambung Mangkurat, 2007).page:3

<sup>2</sup> David crystal, *English as Aglobal Language*, Second edition (New York: United States of America by Cambridge University Press, New York, 2003).page:3-4

It is easy to understand since almost all of the newest publications publish in English. Book, magazine, journal, film, and many others are mostly in English.<sup>3</sup>

In Indonesia, English is considered the first foreign language.<sup>4</sup> In order to be able to communicate using English well, the language learners should try to comprehend and practice not only four language skills including speaking, listening, writing, and reading but also the language components. One of the language components is translation. In the context of English language teaching, the teaching of English especially translation is one of particular importance for students. It is because translation is one of the best skills that can help us to understand the word, phrase, and sentence in a text or context to understand the message what the speaker said and especially to communicate with each other.

Translation means transferring the message from a source language (SL) into the target (TL) without changing the idea or meaning of the source language. According to Dubois translation is the expression in another language (or target language) of what has been expressed in another source, language, stylistic equivalences and preserving semantic.<sup>5</sup>

Translation, not easy an process, in translation, we must understand the

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<sup>3</sup> Rajathurai Nishanthi and Department of Sociology, Bharathidasan University, Tiruchirappalli, Tamil Nadu, India, "The Importance of Learning English in Today World," *International Journal of Trend in Scientific Research and Development* Volume-3, no. Issue-1 (December 31, 2018): page:872–873

<sup>4</sup> Allan Lauder, "The Status And Function Of English In Indonesia: A Review Of Key Factors," *Makara Human Behavior Studies in Asia* 12, no. 1 (July 1, 2008): page:10,16-17

<sup>5</sup> Elsadig Khalifa, "Problems in Translating English and Arabic Language Structure A Cast Study of EFL Saudi Students in Shaqra," *European Centre for Research Training and Development UK* 3 (September 2015):page:22.

source language and reconstruct the message into a natural target language. Translation has an aim to look for equivalent meaning from the source text to the target text and reproducing the message.<sup>6</sup> That is why translation emphasizes the meaning equivalence. In the process of interpretation to the other language, translation becomes an urgent component that should be mastered by one of the aspects that sometimes people to make a good communication foreign language.

Translation not easy to do, the students have to understand the sentence before they try to translate. The piece of translating is not a simple process to change language from the source to the target one. Before translating, one should know many aspects of the translation process, for instance, background knowledge, theory, and translation methods. J.C Catford feels that translation theory must drawn upon a theory, without such a theory many important aspects of the process of translation can not be discussed.<sup>7</sup> the students must keep learning translation to increase their capability.

During a pandemic, it is certainly very difficult to carry out the teaching and learning process of English, therefore, to overcome this problem, of course, several tricks or methods are needed in teaching English, especially translation. During this pandemic, researchers chosee to use online-based learning methods, namely, by using WhatsApp and

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<sup>6</sup> Eugene A. Nida and Charles R. Taber, *The Theory and Practice of Translation*, 2. reprint, *Helps for Translators* 8 (Leiden: Brill, 1982).

<sup>7</sup> Surjeet Singh Warwal, "Translation Process And Problem Of Translation In World Classics" 1 (2014): page:127.

Zoom. The purpose of using the whatsapp and Zoom application is to make it easier for researchers to investigate students.

Based on the result of the pre-survey conducted on June 2021 to the third semester students of the English Education Department the State Institute Islamic of Metro, the researcher interviewed fifteen students who were randomly selected based on class. Zoom and Whatsapp is used for interviews with students, In the interview, the researcher have asked some questions to the students about English into Indonesia translation, Strategies Used, and what their weaknesses are in translation. From the fifteen students answered that they did not know the strategies used because lack of understanding knowledge about translation and some problems in translating English to Indonesian text. Such as, students lacked vocabulary, lack of ideas in translating English into Indonesian, then students lack grammar mastery, and there were students' self-confidence in their translation results.

The result of the interview, the researcher found that average students have difficulties in translating English into Indonesia, lack of understanding of translation and they also did not have self-confidence in translating English Indonesia text, because of to lack of vocabulary and grammatical mastery, So they do not even know the strategies used in the translation process. Besides interviewing the students, the researcher also gave a text to translate.

Table 1  
Pre-Survey Result of Translating of the Third Semester Students of IAIN  
Metro

No	Students	Criteria
1	AH	Complete
2	DRP	Incomplete
3	ES	Incomplete
4	DPR	Complete
5	HSP	Complete
6	DO	Incomplete
7	NS	Incomplete
8	WFA	Complete
9	RM	Incomplete
10	TMH	Incomplete
11	SO	Complete
12	SJ	Complete
13	ZWPK	Complete
14	SRJP	Incomplete
15	EW	Incomplete

The result of the students answer show that there were 7 students were included in the Complete criteria and that there were 8 students were included in the Incomplete criteria, they lack understanding of translation and also difficulties with grammatical mastery. So, they do not even know the strategies used in the translation and they could not perform that translation from English into Indonesia well.

Based on the above explanation about the students problem in translating English Indonesia the researcher will conduct the research entitled “An Analysis of Students Strategies used in English Into Indonesia Translation Process among the third semester students of the English Department at IAIN Metro”.



## **B. Research Question**

Based on the background of study above, the researcher formulates the problem as follows :

What are the strategies used by the third semester students the English Education Department in translating English into Indonesian text ?

## **C. Objectives and Benefits of the study**

### **1. Objectives of the study**

In relation to the research question, this research is intended to know the strategies used by the third semester students of the English Education Department in translating English into Indonesian text.

### **2. Benefits of the study**

This research has benefit not only for students but also for English teachers and other researchers. The benefit of study are as follows:

#### **a. For students**

The result of this research is expected to be useful for students to increase their understanding in translation and also can give additional information related to translation.

#### **b. For the English teachers**

The result of this research is expected to be useful for English teacher as value information in the form of students problems in translation, and the English teacher is expected to be able to apply the solution to overcome the students problems in translation

c. For the other researchers

The result of this research is expected to be an additional reference for the other researchers who want to conduct a further research.

#### **D. Prior Research**

This research will be conducted based on the consideration of some prior research. The first prior research was done by Sapta, Azwandi, Arasuli who did the research entitle *Translation Strategies Applied by the Fifth-Semester Students of English Education Study Program in Translating English Written Texts into Indonesian Langaue*. The objectives of this research attempted to find out translation strategies applied by the fifthsemester students of English Education Study Program in translating English written texts into Indonesian. The students as the participants of this research. In the analysis process, the researcher uses theory proposed by Suryawinata and Hariyanto to analysis data. This Research used a descriptive qualitative and quantitative approaches. Sapta's results research show that the use of each translation strategy varied in terms of frequency. Among all the five translation strategies found in the students translation works, omission, synonym and borrowing were accurately applied. Furthermore, addition and

transposition were not accurately and successfully applied by the students.<sup>8</sup>

Then, The Second prior research was done by Amanda who did the research entitle *Translation Strategy In Twitter Terms: English And Indonesian Version*, the objectives of this research are to find out kinds of translation strategy that the translator uses and to find out the most dominant type of translation strategy. This research was descriptive qualitative. Amanda's results research show that the translation strategies found in terms in English version of Twitter and its translation are literal, calque, loan, paraphrase, naturalization, and unit shift. The most dominant strategy is literal translation with 33 data and its precentage are 44 percent.<sup>9</sup>

Moreover, The third journal is written by Junining, Kusuma who did the research entitle "*Translation Strategies For Translating A News Article*". the objectives of this research to find out the translation strategies used by the English Education students from Faculty of Cultural Studies (FCS) of Universitas Brawijaya (UB) in translating a news article. Junining's results research show that that the students employ all of the eight translation strategies from Baker's taxonomy in translating the news article. The three most used translation strategies are

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<sup>8</sup> Afaf Atria Septa, Azwandi Azwandi, and Arasuli Arasuli, "Translation Strategies Applied by the Fifth-Semester Students of English Education Study Program in Translating English Written Texts into Indonesian Languauge," *Journal of English Education and Teaching* 4, no. 1 (March 6, 2020): 102, <https://doi.org/10.33369/jeet.4.1.102-114>.

<sup>9</sup> Stella Amanda, "Translation Strategy In Twitter Terms: English And Indonesian Version" *Journal Of Language And Literature* 3, no. 2 Desember 2015 No. 2 (2015): 102.

translation by using a more general word (95%), paraphrasing using related words (75%), cultural submission and omission (73%). On the contrary, the least used translation strategy is translation by illustration (31%).<sup>10</sup>

My research and the third prior research before have the same case about Strategies in translation. It is Similar to the prior research because it is discusses about translation. While the difference can be found in the sample of research.

From the explanation above the researcher want to convince that research is absolutely different because the researcher focus on Strategies used of the third semester students in translating English Indonesia Translation Process. This research attempts to An Analysis of Students' Strategies used in English Into Indonesia Translation Process among English Department Students third Semester at IAIN Metr

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<sup>10</sup> Esti Junining and Vidi A.M.C Kusuma, "Translation Strategies For Translating A News Aticle," *LiNGUA: Jurnal Ilmu Bahasa Dan Sastra* 15, no. 1 (July 2, 2020): 79–90.

## CHAPTER II

### THEORETICAL REVIEW

#### A. The concept of Translation

##### 1. The Definition of translation

There are some definition of translation, Different ideas on the subject of translation are expressed by the experts. Each of the definition is uttered from different point of view. According to John Cunnison Catford, translation is an operation performed on languages: a process of substituting a text in one language for a text in another”.<sup>11</sup> Catford defines translation as “the replacement of textual material in one language (source language or SL) by equivalent textual material in another language (target language or TL).<sup>12</sup> It means that 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.

Nida Eugene Albert and C.R Taber state that translation is “The transference of a message from one language to another is a valid subject for scientific description”.<sup>13</sup> In the other words, there are some definitions of translation and every translation expert has his/her own

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<sup>11</sup> J.C Catford, *A Linguistic Theory of Translation* (london, 1965),page:1&20.

<sup>12</sup>J.C Catford, 20.

<sup>13</sup> Eugene A Nida and Charles R. Taber, *The Theory And Practice Of Translation* (Leiden: E. J, Brill, 1969).

opinion about it. In universal, translation is defined as a process of transferring the message from source language into the target language. Newmark explains that translation is “rendering the meaning of a text into another language in the way that the author intended the text”.<sup>14</sup> In other words the translator can convey the meaning of the language that has been translated.

Based on some of the definitions translation above, the researcher concludes the translation is a process to transfer the message, information, and culture in source 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. Types of Translation

In his article ‘On Linguistic Aspects of Translation’, Roman Jakobson distinguishes three types of translation, there are :<sup>15</sup>

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

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<sup>14</sup> Peter Newmark, *A Textbook of Translation* (New York: Prentice Hall, 1988), 5.

<sup>15</sup> Basil A Hatim, *Translation: An Advanced Resource Book*, 1st ed. (Routledge, 2004), 5.

c. Intersemiotic translation or transmutation is an interpretation of verbal signs by means of signs of nonverbal sign systems.<sup>16</sup>

Interlingual translation is used to translate the text in different languages. The intralingual translation is used to translate the text in the same language. It might be paraphrased, synonymously. While intersemiotic translation is used to translate the verbal language to a nonverbal sign. Intralingual translation thus refers to a rewording or rephrasing in the same language for example, when we rephrase an expression or text in the same language to explain or clarify something we might have said or written. Intersemiotic translation would occur if a written text were translated, for example, into music, film or painting.<sup>17</sup>

### 3. The Difficulties in Translation

Susan Bassnett stated that:

*The translator who makes no attempt to understand the how behind the translation process is like the driver of a Rolls who has no idea what makes the car move. Likewise, the mechanic who spends a lifetime taking engines apart but never goes out for a drive.*<sup>18</sup>

A good translator does not only care about the final result of translation, but also understands the process of translating. However, there are several factors making the process problematic for the

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<sup>16</sup> “Bassnett - Translation Studies, Third Edition.Pdf,” n.d., 16.

<sup>17</sup> Jeremy Munday, *Introducing Translation Studies: Theories and Applications*, Fourth edition (London ; New York: Routledge, 2016), 9.

<sup>18</sup> Susan Bassnett, “Translation Studies, Third Edition,” (*New York: Routledge*, 2002), 82.

translators while doing their work. These include: lexical-semantic problems; grammar; syntax, and pragmatic and cultural problems.

a. Grammatical problems

According to Nida:

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

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

b. Syntactical problems

As stated by Munday and Hatim, the definition of syntax is “the grammatical structures and arrangements of elements of a language or text.”<sup>19</sup> Syntactical problems may originate in syntactic parallels, the direction of the passive voice, the focus (the point of view from which a story is told), or even rhetorical figures of speech, such as a

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<sup>19</sup> Basil A Hatim, *Translation: An Advanced Resource Book*, 1st ed. (Routledge, 2004), 350,



hyperbaton (the inversion of the natural order of speech) or an anaphora (repetition of a word or segment at the beginning of a line or a phrase).

c. Lexical-semantic problems

Larson states that “the meaning of a lexical item can only be discovered by studying that particular item in contrast to others which are closely related”.<sup>20</sup> Lexical-semantic problems can be resolved by consulting dictionaries, glossaries, terminology banks and experts. These problems include terminology alternatives, neologisms, semantic gaps, contextual synonyms and antonyms (these affect polysemic units: synonyms and antonyms are only aimed at an acceptance which depends on the context to determine which meaning is correct), semantic contiguity (a consistency procedure which works by identifying semantic features common to two or more terms) and lexical networks.

d. Cultural issues: an example of a financial translation

“The study of translation and the training of professional translators is without question an integral part of the explosion of both intercultural relations and the transmission of scientific and technological knowledge.”<sup>21</sup> Cultural issues may arise from differences between cultural references, such as names of food, festivals and cultural connotations, in general. The translator will use language

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<sup>20</sup> Mildret L. Larson, *Meaning Based Translation*, Second Edition (New York, 1998), 87.

<sup>21</sup> Douglas Robinson, *Becoming a Translator*, 0 ed. (Routledge, 2012), 1,

localization to correctly adapt the translation to the culture targeted. A very simple example is a financial translation which includes dates. If the text is in English, it is most likely, but not absolutely certain, that 05/06/2015 will mean June 5. However, as everyone knows, the same sequence in another language refers to May 6.

e. Contextual meaning

Contextual meaning is the relationship between the utterances and the situation where the utterances are used. In other words, contextual meaning is a meaning that is correlated with the situation where the language is used.

Example: “Good morning!”

The utterance might have two meanings, the first meaning is “selamat pagi”, but it can mean “keluar” if it is said by a leader to the officers who come late.

f. Lexical Meaning

Lexical meaning is a meaning which is mentioned in the dictionary. Nababan says that lexical meanings of words are out of the context.

For example, The English word ‘bad’ may mean jahat, buruk, jelek, susah, tidak enak and busuk in Indonesian.

#### **4. Translation Process**

Munday states that: The process of translation between two different written languages involves translator changing the original

written language (the source text or ST) in the original verbal language (the source language or SL) into a written text (the target text or TT) in a different verbal language (the target language or TL).<sup>22</sup>

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

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.

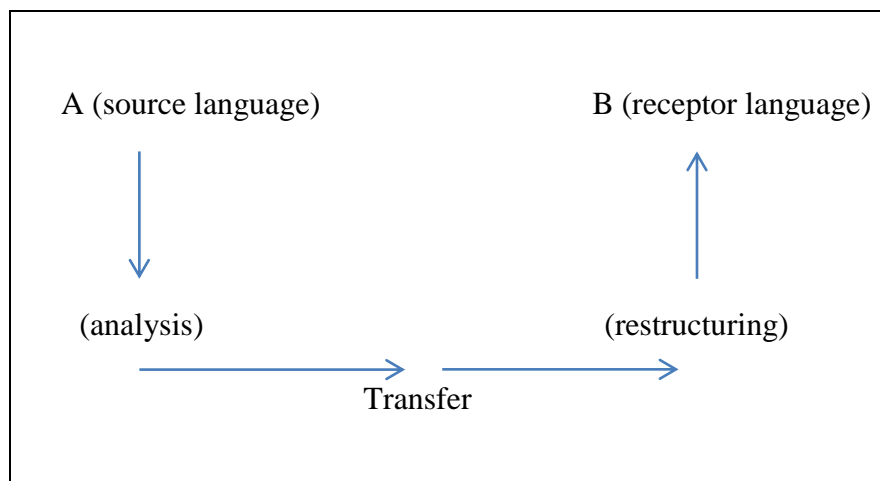
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<sup>22</sup> Munday, *Introducing Translation Studies*, 8.

### c. Restructuration

Restructuration is the process of transforming the source language message into a proper stylistic form in the target language 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.

Figure 1. Translation Process



## 5. 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.

Nababan stated that there are three things on which a translator has to focus in order to assess translation quality: 1) The accuracy in transferring message 2) The clarity of expressing the message in the target language and 3) The naturalness of the translated language. In his journal *Pengembangan Model Penilaian Kualitas Terjemahan*, Nababan. states that there are three aspects in assessing the translation quality such as, accuracy, acceptability, and readability.

#### a. Accuracy

Accuracy represents how accurate the content from the SL is transferred in the TL. In understanding the content of the source text a translator has to also understand the context because the meaning of a certain word or phrase can change depends on the context. Therefore the content and the context is two components that a translator tries to convey in order to make an accurate translation. A translation can be considered accurate if the content and the context does not distort from the source text and there is no unnecessary addition or omission in the TL. The following table is the Accuracy rating-instrument.

**Accuracy Rating-Instrument**

Level	Definition	Score
Accurate	The content of source text words, technical terms, phrases, clauses, sentences or text are accurately conveyed into the TL. There is neither content distortion nor unnecessary addition or omission.	3
Less accurate	The content of the source text words, technical terms, phrases, clauses, sentences or text are	2

	most accurately conveyed to the TL. There are a little distortion or unnecessary addition or omission that affect the content of the segment but it is not significant.	
Not Accurat	The content of the source text words, technical terms, phrases, clauses, sentences or text are not accurately conveyed to the TL sentence.	1

### b. Acceptability

Acceptability represents how natural the language used in the translation. Some specific sentences, phrases, or terms which are very common in one language could be very uncommon in another language. It is a translator's job to choose suitable language use in order to make it natural for the readers. Whether or not sentences, phrases, or terms are natural for the readers depends on the community's norm and culture. While the readers find the translation product natural and common for them the acceptability level of the translation will be high. Below is the acceptability rating-instrument.

#### Acceptable Rating-Instrument

Level	Definition	Score
Acceptable	The translation product feels natural. Technical terms are commonly used in their field and familiar to the readers. Words, phrases, clauses, and sentences that are used are in accordance with the rules of the target language.	3
Less Acceptable	The translation product generally feels natural, but there is a little problem in the use of technical terms or grammatical errors occur slightly.	2
Not Acceptable	The translation product is unnatural or feels like a work of translation. Technical terms are not commonly used and familiar to the reader. Words, phrases, clauses, and sentences are not in accordance with the rules of language.	1

### c. Readability

Readability represents how clear the message is expressed from the SL to the TL. There will be various ways to express the message of the SL to the TL. A translator has to choose the way in which the expression can be perceived easily while reading the translation. In other words, the level of readability indicates the degree of ease for the reader to read and understand the text. The following table is the readability rating-instrument.<sup>23</sup>

**Readability Rating-Instrument**

Level	Definition	Score
High Readability Level	Word, phrase, clause, and sentence translation can be understood easily by the reader.	3
Medium Readability Level	The translation generally can be understood by the reader. However, there are certain parts that should be read more than once to understand the translation.	2
Low Readability Level	Translation is difficult to understand by the reader.	1

## B. The Concept of Strategies in Translation

### 1. Strategies in Translation

Translation strategy is a procedure used by translators in solving translation difficulties. Therefore, the translation strategy starts from the realization of difficulties by the translator and solving the

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<sup>23</sup> cindra Wiguna Mata, *Translation Quality Assessment On The Translation Of Airasia Web Pages*, 2019, 12–17.

problem. According to Baker suggests there are seven strategies can be used by translator in translation process:<sup>24</sup>

1) Translation by a more general word (Superordinate)

This strategy refers to the use of the common word (superordinate) to overcome the lack of specificity in the target language to compare the source language.

For example:

SL: Shampoo your hair!

TL: Cuci rambutmu!

“Shampoo” can be seen as a type of ‘wash’ because it is more limited use. We can wash a lot of things but shampoo we just wash for hairs.

2) Translation by more neutral / less expressive word

This strategy is used if a word has no direct similarity in the target language, or the target language has no meaning of the word. This is also used when the translator feels that expressive word translation will heard impolite to the target reader, for instance:

SL: She is a fussy girl.

TL: Dia adalah gadis yang ramah.

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<sup>24</sup> Mona Baker, *In Other Words: A Coursebook on Translation*, 2nd ed (Abingdon, Oxon. ; New York, NY: Routledge, 2011), 23.



The word ‘fussy’ refers to people who like to talk too much. This term has negative meaning than ‘ramah’. The translator prefers to translate ‘fussy’ into the word ‘ramah’ that contain less expressive meaning.

### 3) Translation by cultural substitution

This strategy involves the replacement of culturally specific items or expressions with target language items that do not have the same propositional meaning but likely to have a similar impact on the target reader. The main advantage of using this strategy is to give the reader a concept by which he can recognize something familiar and interesting.

For instance:

SL: Tomorrow will be halloween party.

TL: Besok akan diadakan pesta topeng.

‘Halloween party’ is held in every October 31 by Europeans, most of whom celebrate use of certain masks and costumes. Once upon a time, this party was used to scare ghosts, but today it is done just for the fun party. The Indonesian translator replaced it with ‘pesta topeng’ to give the reader a concept by which he can identify, something familiar and interesting.

### 4) Translation by paraphrase using related word

This strategy tends to be used when the concept expressed by the source item is pronounced in the target language but in a different form. For example:

SL: Obama is an Afro-American man.

TL: Presiden Obama berdarah campuran Afrika-Amerika.

5) Translation by illustration

This is a strategy in which the possibility of translating words in target language with long explanations and explain what the meaning from a word. It is also to overcome the lack of equivalence in target language. For instance:

SL: Batik

TL: A cloth that has been drawn using wax and canting as a material and a tool to make it. This originally comes from Indonesia.

6) Translation Using loan word

This strategy is particularly common in dealing with culture-specific items, modern concepts and buzz words. Following the loan word with an explanation is very useful when the word in question is repeated several times in the text. Once explained, the loan word can then be used on its own; the reader can understand it and is not distracted by further lengthy explanations. For instance:

SL: I remember one day, when I was eight, Ali was taking me to the bazaar to buy some naan.

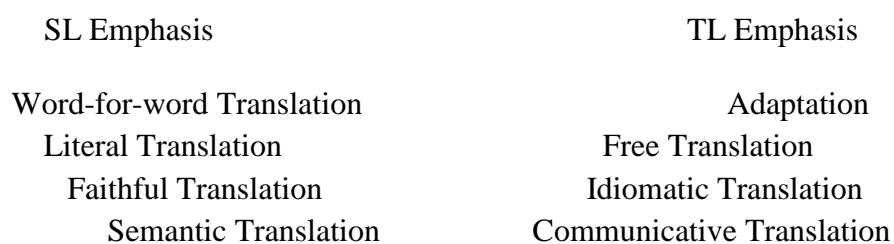
TL: Aku mengingat pada suatu hari, saat aku berumur delapan tahun, Ali mengantarku ke pasar untuk membeli naan.

## 7) Translation Omission

This strategy may sound rather drastic, but in fact it does no harm to omit translating a word or expression in some contexts. If the meaning conveyed by a particular item or expression is not vital enough to the development of the text to justify distracting the reader with lengthy explanations, translators can and often do simply omit translating the word or expression in question.

## 2. Method in translation

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 below :



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

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.

### 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.

### 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.

### 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.

## 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.

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.

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 use colloquialisms and idioms in TL that do not exist in SL.

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.<sup>25</sup>

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<sup>25</sup> Newmark, *A Textbook of Translation*.

## **CHAPTER III**

### **RESEARCH METHOD**

#### **A. Types and Characteristics of Research**

In this research, The writer decided to use qualitative research to analyze the strategies used and difficulties in translating English into Indonesian text among the third semester students the English Education Department at IAIN Metro.

According to Creswell, qualitative research is for exploring and understanding the meaning individual or group considered to social or human problem.<sup>26</sup> It means that qualitative research is a study that can be investigated and understanding the problem of human or social by individual or groups.

Qualitative research is a kind of research that aims to describe, learn, and explain the phenomenon. The understanding of phenomenon can be reached by describing and by exploring through narration. In qualitative research, a discussion about participants and site might include four aspects identified by Miles and Huberman, as follows:

1. Setting (where the research will take place)
2. The actors (who will be observed or interviewed)
3. The events (what the actors will be observed or interviewed doing)

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<sup>26</sup> John w. Creswell, *Research Design: Qualitative, Quantitative, and Mixed Methods Approaches*, third edition (Dhelhi, 2003), 22.

4. The process (developing the nature of events undertaken by the actors within the setting).<sup>27</sup>

Based on the explanation above, the writer decided to propose qualitative research as the characteristic of the research to explore the strategies used in translating English into Indonesia translation process students' of English Education Department at IAIN Metro.

## **B. Data Resources**

In this research, the writer divided the sources into two items. They are primary and secondary.

### **1. Primary sources**

Primary sources are most important main research sources that would be used to answer all research questions or original materials on which the research is based. The primary source of this research was the test result of the third semester students of the English Department at IAIN Metro. The total numbers of the students were fifteen students.

### **2. Secondary sources**

The secondary sources of this research include everything that supports this research. The secondary source in this research was from interview, documentation, the books, journals, e-books and articles that were related to the research.

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<sup>27</sup> Creswell, 182.

### C. Data Collecting Technique

The writer is used Three techniques to collect the data. three are observation, interview, documentation as follow:

#### 1. Observation

Observation is the process of gathering open-ended, firsthand information by observing people and places at a research site.<sup>28</sup> As a form of data collection, observation has both advantages and disadvantages. Advantages include the opportunity to record information as it occurs in a setting, to study actual behavior, and to study individuals who have difficulty verbalizing their. Some of the disadvantages of observations are that you will be limited to those sites and situations where you can gain access, and in those sites, you may have difficulty developing rapport with individuals. In this research, the writer observed the test result among the third semester students English Department of IAIN Metro. It was done to analyze the students strategies used in translating English into Indonesian.

#### 2. Interview

Interview happens when the writer ask one or more participants general, open-ended questions and record their answers.<sup>29</sup> It means that by interviewing the participants can best voice their experiences unconstrained by any perspectives of the writer or past research findings. Interview provides useful information when the writer cannot

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<sup>28</sup> John W. Creswell, *Educational Research: Planning, Conducting, and Evaluating Quantitative and Qualitative Research*, 4th ed (Boston: Pearson, 2012), 213.

<sup>29</sup> Creswell, 217.



directly observe participants, and the writer permits participants to describe detailed personal information. Therefore, in this research the writer used interview to collect the data from the students. In this research, The researcher interviewed fifteen students to collect the data about translation process of English into Indonesia at the third semester of the English Education Department of IAIN Metro.

### 3. Documentation

The writer uses documents technique to collect the data. Creswell cited that documents represent public and private documents. Public documents provide in the form of minutes from meeting, official memos, and newspaper. Example of private documents is personal journal and diaries, letters, and personal notes.<sup>30</sup> Documents can be a valuable source of information in qualitative research. Because of the explanations, the data from a test of translating a text, needed are documented as data resource in the form of documentation the documentation will be done in order to know strategies used in translating at the third semester of IAIN METRO.

#### **D. Data Analysis Technique**

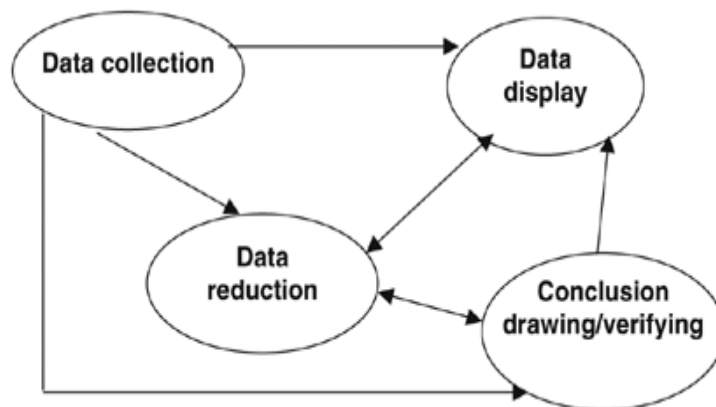
The important part in research study is analyzing data, because the result becomes a conclusion from all of the research. Qualitative data generally take the form of words (descriptions, observations, impressions,

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<sup>30</sup> Creswell, 223.

recordings, and the like). The researcher must organize and categorize or code the large mass of data so that they can be described and interpreted.

In the qualitative research, there are so many data analysis technique that can be used. One of them is Miles and Huberman model, as cited by Punch. There are three steps in these analysis procedures. Those are as follows:<sup>31</sup>



**Figure 2. Analysis Components of Miles and Huberman Model**

Data analysis by Miles and Huberman model conducts the following steps:

1. Data Collection is the first step when the researcher gather all data which are used to complete the research. In this research the writer collected many data which are really need for this research. The writer will collect the data such as the students' translating score by test and interview.

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<sup>31</sup> Matthew B.miles and A.Michael Huberman, *Qualitative Data Analysis*, 2th ed (Thaousand oaks,Delhi: Sage, 338AD), 12.

2. Data Reduction, This is the part of analysis. The researcher reduces the data he had gotten by summarizing and choosing specific things.
3. Data display is the main part. The notion of data display is intended to convey the idea that data are presented as an organized, To display the data, the researcher usually uses graphics, figures, or charts. The display should be able to describe the content entire the data.
4. Conclusion drawing and verifying is the last part of this analysis. the researcher verifies his research by making conclusion of data findings.

## **CHAPTER IV**

### **RESULT AND DISSCUTION**

#### **A. Description of Research Location**

##### **1. Profile of State Institute for Islamic studies of Metro**

###### **a. The Historical Background of IAIN Metro**

State Institute for Islamic studies of Metro is located in Metro city, Lampung province. IAIN Metro is the only one the State Institute for Islamic Studies in this city. IAIN Metro is change of status from STAIN Jurai Siwo Metro. It is dedicated in 2017 based on the decision of Presidents No. 71 on 1 August 2016. IAIN prepared this change since 2010. From 2011, STAIN Jurai Siwo Metro continued to strive for the development of STAIN Jurai Siwo Metro to be IAIN Metro.

STAIN Jurai Siwo Metro was establish on April 23-25, 1997 based on the explanation letter of president RI No. 11 in the year 1997. The establishment of STAIN Jurai Siwo Metro cannot be separable with the history of IAIN Raden Intan Bandar lampung. The existence of IAIN Raden Intan Bandar lampung began from the effort of elite and religion figures that were joined together in Lampung Islamic Welfare Foundation (YKIL). In the discussion of YKIL, it was dealt to accomplish two faculties, Education faculty and Islamic Law faculty, which were domiciled in Tanjung Karang. Through the persistent strunggle of YKIL, on

13 October 1964 the status of Islamic Law faculty was changed from private to state. Referring to the decision of Indonesian President No. 27, 1963, in order to accomplish Al-Jami'ah, YKIL should at least have three faculties. For that reason, YKIL opened Ushuludin Faculty that is domiciled in Tanjung Karang in 1965. As an effort to realize the founding of STAIN Al-Jami'ah in Lampung, the first step was to make state-owned all Faculties which were still in private status at that time. Finally, it realized the dream of Lampung society to found STAIN Al-Jami'ah based on the Decree of Minister of Religious Affairs of RI No. 187/68 which was named "State Islamic Institute Raden Intan Tanjung Karang". In the year 1993 based on the change of the name of capital province of Lampung from Tanjung Karang to Bandar Lampung, STAIN Raden Intan Tanjung Karang was also changed to STAIN Raden Intan Bandar Lampung.

Also in 1967, the education and Islamic Law Faculty were established in Metro. It was not far from the change of name STAIN Raden Intan Tanjung Karang to STAIN Raden Intan Bandar Lampung that it went out a handbill of Director General of Bimas Islam No. E.III/OT.00/AZ/1804/1996 on August 1, 1996 about Settlement of Institutional Faculties STAIN outside central institute to be Sekolah Tinggi Agama Islam Negeri (STAIN). That was the history of the establishment of STAIN Jurai Siwo Metro.

This state now campus buildings that are located at Jl. Ki Hajar Dewantara Street 15 A, East Metro for campus 1 and at Ki Hajar Dewantara Street, Banjar Rejo, Batanghari, East Lampung for campus 2.

As a State, IAIN Metro was founded to graduate students who have quality not only on developing Islamic value and but also science. It was described in its vision: "To be Islamic State". Then, to accomplish the vision, IAIN Metro composed some missions, namely (1) Developing three pillars of university (education, research and development, and society services), (2) Developing and spreading and technology in Islamic culture, and creating academic persons who are smart, competent, and have good morality.

Nowadays, IAIN Metro has four faculties namely Tarbiyah and Teacher Training Faculty, Syari'ah Faculty, Economic Business Faculty, and Islamic Announcement and Communication Faculty. Firstly, Tarbiyah and Teacher Training Faculty covers Islamic Education Department (PAI), Arabic Education Department (PBA), English Education Department (TBI), Islamic Elementary School Education Department (PGMI), Islamic Childhood Education Department (PIAUD), Biology Education Department (TPB), Social Science Education Department (IPS), and Mathematic Education Department (TPM).

Secondly, Syari'ah Faculty include Islamic Law Program (AS), Islamic Economy Law (HESY) and Islamic Constitutional Law (HTNI),

The last, Islamic Economy and Business Faculty Comprises D3 Syari'ah Banking (D3 PBS), Bachelor Degree of Syari'ah Banking (S1 PBS), Islamic Accountant (AKS), Islamic Economy Department (ESY), and Pilgrimage Management (MHU), The last is Islamic Announcement and Communication Faculty that cover Islamic Communication and Broadcasting Program (KPI), Islamic Extension Guidance (BPI), and Language and Arabic Literature (BSA).

**b. The Structural Organization of IAIN Metro**

The Structural Organization of IAIN Metro in the academic year 2020/2021 is described by the following figure:

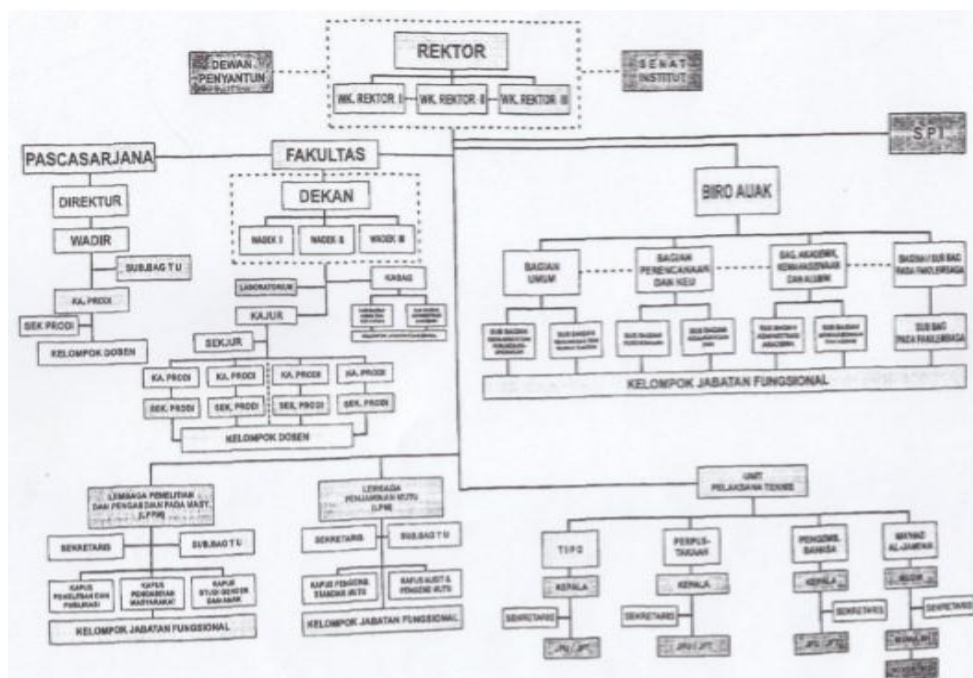


Figure 3. The Structural Organization of IAIN Metro

### c. The Facilities in IAIN Metro

There are facilities at IAIN Metro in supporting the lecturers and students in conducting the learning process, namely: lecturer's unit, Computer Laboratory & baitul Mal wa Tamwil, Library, Language Laboratory Unit, Micro-Teaching Laboratory, Islamic Development Unit, mosque, classroom, the futsal field, volley field, wall climbing field, basketball field, tennis field, auditorium, Students Activities (UKM) room, Students Committee Office. For getting the details of facilities, it can be shown in the table below :

Table 2  
Facilities in State Institute for Islamic Studies of Metro

No	Facilities	Total Of Room	Large(M2)
1	Lectures's Room	1	556
2	Computer laboratory unit &BMT	1	1000
3	Library Unit	1	1000
4	Language laboratory unit	1	180
5	Micro-Teaching laboratory	1	106,8
6	Islamic development unit	1	30
7	Classroom	16	1248
8	Mosque	1	1000
9	Futsal field	1	510
10	Basketball field	1	-
11	Wall climbing field	1	92
12	Volley field	1	-
13	Tennis field	1	610
14	Auditorium	1	-
15	Students activities unit	1	-
16	Students committee office	1	-

Source: Documentation of State Institute For Islamic Studies Of Metro



#### d. Location Sketch of IAIN Metro

State Institute For Islamic Studies Of Metro has two campus buildings that are located in different area. The first is at Jl. Ki Hajar Dewantara street 15 A, East Metro, Metro city and the second is at Jl. Ki Hajar Dewantara street, Banjar Rejo, Batanghari, East Lampung. These following figures are the location sketch of first and second campus buildings:

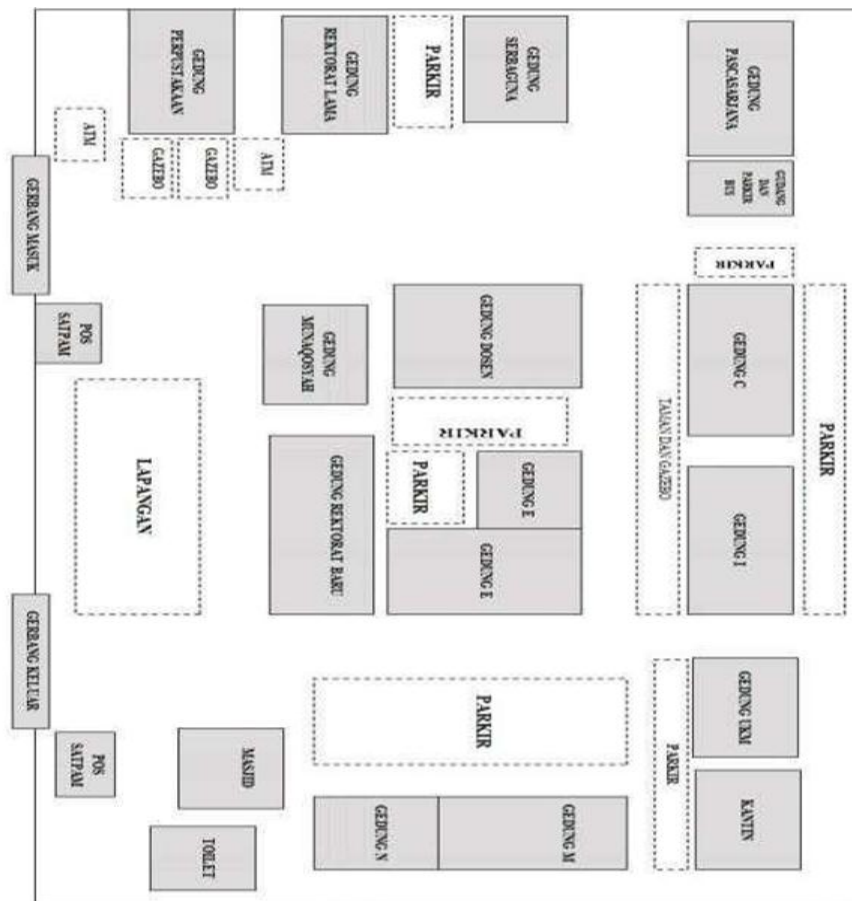


Figure 4. The location sketch of IAIN Metro

### **e. The Profile of English Education Department**

Along with the status change from STAIN Jurai Siwo Metro to IAIN Metro, English Education Department (TBI) strata 1 (S1) as established in 2007 is also change into English Education Department in 2017. It included Education Faculty in IAIN Metro. Historically, Strata 1 (S1) of English Education Department came from Diploma 3 (D3) English Education that was opened in 2002 based on the decree No:DJ.1/220.C/2007 on May 28, 2007. In implementing education, English Education Department stands in the English Education who can integrate the Islamic values and academic dimension s. So the students have a high bargaining.

## **2. Description of The Result Data**

### **a. Observation Result**

In order to know what the strategies used in translating from English into Indonesian, At first the researcher did the observation at students in the third semester of the English Department of IAIN metro from Wednesday, October 27th 2021 These tables below show the result of observation of English-Indonesian Translation :

Table 3  
Translation Strategies used among the third semester students of  
the English department at IAIN Metro

Name	Source Language	Students	Target Language	Strategies
AH	Umar's becoming a muslim was a victory, his migration was help, and his caliphate was a mercy	Kemenangan islam ketika umar menjadi Muslim, berpindahnya adalah bantuan dan kepemimpinannya a adalah berkah.	Masuknya Umar menjadi muslim adalah kemenangan, hijrahnya adalah pertolongan, dan kekhalifahannya adalah rahmat.	Translation by Paraphrase Using a Related Word
DRP	He went to the <b>Maqam</b> and prayed tranquilly	Dia pergi <b>ketempat atau batu yang berdiri saat ibrahim membangun ka'bah</b> dan berdoa dengan tenang	Kemudian dia pergi menuju ke Maqam dan sholat.	Translation by illustration
ES	He went out to the Ka'bah where a number of Quraysh were gathered in its courtyard and circumambulated the <b>House</b> seven times at a leisurely pace	Dia pergi keka'bah dimana berbagai macam orang Quraisy berkumpul di halamannya dan memutari <b>Baitullah</b> tujuh kali dengan santai.	Dia pergi menuju Ka'bah, pada saat itu banyak orang Quraisy berkumpul di halaman dan mengelilingi ka'ba tujuh kali, dengan khusyuk.	Translation by a more general word (Superordinate )
DPR	When Umar decided migrate to <b>Madinah</b> , he insisted on doing so openly	Saat Umar (R.A.) pindah ke <b>Madinah</b> , dia melakukannya secara terbuka saat berada di <b>Madinah</b>	Ketika Umar (R.A.) memutuskan hijrah ke Madinah, dia bersikeras melakukannya secara terang-terangan	Translation using a loan word
HSP	'Ali said, 'No one followed him except a few of those who were weak and	Tidak ada yang bersamanya kecuali orang lemah dan tertindas,	Ali berkata, "tak seorang pun yang menemaninya kecuali beberapa orang yang lemah	Translation by Paraphrase Using a Related Word

	oppressed. He taught them and told them about Islam,.	kemudian dia mengajari mereka dan mengajari tentang islam, ucap Ali	dan tertindas, Dia mengajarkan dan memberi tahu mereka mengenai agama islam,	
DO	When he determined to <b>migrate</b> , he put on his sword, put his bow over his shoulder, picked up his arrows and carried his stick.	saat Umar memutuskan <b>berpindah tempat dari satu lokasi ke lokasi lainnya</b> , dia memakai pedangnya, meletakkan busurnya di atas bahunya, mengambil anak panahnya dan membawa tongkatnya	Ketika dia memutuskan untuk bermigrasi, dia memakai pedangnya, menyelempangkan busur di atas bahunya, menggenggam anak panahnya dan membawa tongkatnya.	Translation by illustration
NS	Umar spent half of his life in the pre-Islamic society ‘Jahiliyah’, and grew up like his peers of Quraysh,	Umar menghabiskan setengah hidupnya dimasa pra-Islam “ <b>Masa dimana penduduk mekkah berada dalam ketidaktahuan</b> ” dan tumbuh seperti anak-anak Quraisy lainnya,	‘Umar menghabiskan separuh perjalanan hidupnya pada masa pra-Islam ‘kebodohan’ dan tumbuh sebagaimana anak-anak Quraisy lainnya	Translation by illustration
WFA	He went out to the Ka'bah where a number of Quraysh were gathered in its courtyard and circumambulated the <b>House</b> seven times at a leisurely pace.	Dia pergi ka'bah dimana berbagai macam orang Quraisy berkumpul di halamannya dan memutari <b>Baitullah</b> tujuh kali dengan santai.	Dia pergi menuju Ka'bah, pada saat itu banyak orang Quraisy berkumpul di halaman dan mengelilingi ka'ba tujuh kali, dengan khusyuk.	Translation by a more general word (Superordinate)
RM	He went out to the <b>Kaaba</b> , where a wide variety of	Dia pergi <b>kesebuah bangunan persegi empat</b>	Dia pergi menuju Ka'bah, pada saat itu banyak orang Quraisy	Translation by illustration

	Quraish were gathered in its courtyard and circumambulated the House seven times	<b>yang terletak dimekkah masjid paling suci dalam agama islam</b> , di mana berbagai macam orang Quraisy berkumpul di halamannya dan mengelilingi Baitullah tujuh kali	berkumpul di halaman dan mengelilingi ka'ba tujuh kali	
TMH	He taught them and instructed them about Islam, then went on his way.	<b>umar bin khattab</b> mengajari mereka dan mengajari mereka tentang Islam, lalu <b>umar bin khattab</b> melanjutkan perjalanannya.	Dia mengajarkan dan memberi tahu mereka mengenai agama Islam, lalu dia melanjutkan perjalanannya.	Translation using a loan word
SO	Umar spent half of his life in the pre- Islamic society 'Jahiliyah', and grew up like his peers of Quraysh,	Umar menghabiskan separuh hidupnya di masa 'jahiliyah' pra-Islam dan tumbuh seperti anak-anak Quraisy lainnya,	'Umar menghabiskan separuh dari perjalanan hidupnya pada masa pra-Islam 'kebodohan' dan tumbuh sebagaimana anak-anak Quraisy lainnya,	Translation by Paraphrase Using a Related Word
SJ	he went to the circles of people, one by one, and said to them, <b>'May your faces become ugly!</b> Allah will only rub these noses in the dust.	Dia pergi ke antara orang banyak, mendatangi mereka satu per satu, dan berbicara kepada mereka, <b>" Wajah-wajah celaka!</b> Allah akan menghinakan orang-orang ini."	dia mendatangi sekelompok orang-orang, didatanginya satu per satu, dan berkata kepada mereka, celakalah kalian! Allah akan menista orang-orang ini	Translation by more neutral
ZWP	I do not be aware of any of the migrants who did	Hanya Umar bin khattab seorang pendatang yang	Setahu saya semua hijrah datang dengan	Translation by Paraphrase Using a

K	not longer migrate in secret, except Umar ibn Al-Khattab.	tidak lagi bermigrasi secara rahasia selebihnya saya tidak mengetahuinya	sembunyi-sembunyi, kecuali Umar ibn Al-Khattab	Related Word
SRJP	Whoever wants his mother to be bereft of him and his children to become orphans and his wife to become a widow, let him meet me behind this valley,'	carilah aku di balik lembah ini, siapapun yang ingin meratapi ibu dan anaknya kemudian menjadi yatim piatu, dan istrinya menjadikannya janda	Barang siapa ingin meratapi ibunya dan anak-anaknya menjadi yatim dan istrinya menjadi janda, maka temuilah aku dibalik lembah ini.	Translation by Paraphrase Using a Related Word
EW	He went out to the Kaaba, where a wide variety of Quraish were gathered in its courtyard and circumambulated the House seven times	Dia pergi ke <b>Ka'bah</b> , di mana berbagai macam orang Quraisy berkumpul di halamannya dan mengelilingi <b>ka'bah</b> tujuh kali	Dia pergi menuju Ka'bah, pada saat itu banyak orang Quraisy berkumpul di halaman dan mengelilingi ka'ba tujuh kali,	Translation using a loan word

### The translation of the Text

#### Translation by Paraphrase Using a Related Word

Source Language:	Umar's becoming a muslim was a victory, his migration was help, and his caliphate was a mercy.
Student	Kemenangan islam ketika umar menjadi Muslim, berpindahnya adalah bantuan dan kepemimpinannya adalah berkah.
Source Language	'Ali said, 'No one followed him except a few of those who were weak and oppressed. He taught them and told them about Islam
Student	Tidak ada yang bersamanya kecuali orang lemah dan tertindas, kemudian dia mengajari mereka dan mengajari tentang islam, ucap Ali
Source language	Umar spent half of his life in the pre- Islamic society 'Jahiliyah', and grew up like his peers of Quraysh,

Student	Umar menghabiskan separuh hidupnya di masa 'jahiliyah' pra-Islam dan tumbuh seperti anak-anak Quraisy lainnya,
Source language	I do not be aware of any of the migrants who did not longer migrate in secret, except Umar ibn Al-Khattab.
Student	Hanya Umar bin khattab seorang pendatang yang tidak lagi bermigrasi secara rahasia selebihnya saya tidak mengetahuinya
Source language	Whoever wants his mother to be bereft of him and his children to become orphans and his wife to become a widow, let him meet me behind this valley
Student	carilah aku di balik lembah ini, siapapun yang ingin meratapi ibu dan anaknya kemudian menjadi yatim piatu, dan istrinya menjadikannya janda

In the sentence, *Umar's becoming a muslim was a victory, his migration was help, and his caliphate was a mercy*. The student translated *Kemenangan Islam ketika Umar menjadi seorang muslim, berpindahnya umar menjadi pertolongan dan kepemimpinan*. the Student uses a translation strategy that is translation by Paraphrase Using a Related Word. This strategy tends to be used when the concept expressed by the source item is lexicalized in the target language but in a different form.

### Translation by illustration

Source Language	He went to the <b>Maqam</b> and prayed tranquilly
Student	Dia pergi <b>ketempat atau batu yang berdiri saat Ibrahim membangun ka'bah</b> dan berdoa dengan tenang
Source Language	When he determined to <b>migrate</b> , he put on his sword, put his bow over his shoulder, picked up his arrows and carried his stick.

Student	saat Umar memutuskan <b>berpindah tempat dari satu lokasi ke lokasi lainnya</b> , dia memakai pedangnya, meletakkan busurnya di atas bahunya, mengambil anak panahnya dan membawa tongkatnya
Source Language	Umar spent half of his life in the pre- Islamic society ‘ <b>Jahiliyah</b> ’, and grew up like his peers of Quraysh,
Student	Umar menghabiskan setengah hidupnya dimasa pra-Islam “ <b>Masa dimana penduduk mekkah berada dalam ketidaktahuan</b> ” dan tumbuh seperti anak-anak Quraisy lainnya,
Source Language	He went out to the <b>Kaaba</b> , where a wide variety of Quraish were gathered in its courtyard and circumambulated the House seven times
Student	Dia pergi <b>kesebuah bangunan persegi empat yang terletak dimekkah masjid paling suci dalam agama islam</b> , di mana berbagai macam orang Quraisy berkumpul di halamannya dan mengelilingi Baitullah tujuh kali

In the sentence, *He went to the **Maqam** and prayed tranquilly*, The student translated. *Dia pergi ketempat atau batu yang berdiri saat ibrahim membangun ka'bah dan berdoa dengan tenang*, the Student uses a translation strategy that is translation by illustration. the word *maqam* in the sentence was explained to be *ketempat atau batu yang berdiri saat ibrahim membangun ka'bah*. This is a strategy in which the possibility of translating words in target language with long explanations and explain what the meaning from a word.

#### **Translation by more general word**

Source Language	He went out to the Ka'bah where a number of Quraysh were gathered in its courtyard and
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	circumambulated the <b>House</b> seven times at a leisurely pace
Student	Dia pergi keka'bah dimana berbagai macam orang Quraisy berkumpul di halamannya dan memutari <b>Baitullah</b> tujuh kali dengan santai.

In the sentence, *He went out to the Ka'bah where a number of Quraysh were gathered in its courtyard and circumambulated the House seven times at a leisurely pace*, The student translated. *Dia pergi keka'bah dimana berbagai macam orang Quraisy berkumpul di halamannya dan memutari Baitullah tujuh kali dengan santai*, the Student uses a translation strategy that is translation by more general word. the word *House* in the sentence was change to a more general word term *Baitullah* because *circumambulated the House seven times while in mecca (kaaba)*. This strategy refers to the use of the common word (superordinate) to overcome the lack of specificity in the target language to compare the source language.

### Translation using a loan word

Source Language	When Umar decided migrate to <b>Madinah</b> , he insisted on doing so openly
Student	Saat Umar (R.A.) pindah ke <b>Madinah</b> , dia melakukannya secara terbuka saat berada di <b>Madinah</b>
Source Language	He taught them and instructed them about Islam, then went on his way.
Student	<b>umar bin khattab</b> mengajari mereka dan mengajari mereka tentang Islam, lalu <b>umar bin khattab</b> melanjutkan perjalanannya.

Source Language	He went out to the Kaaba, where a wide variety of Quraish were gathered in its courtyard and circumambulated the House seven times
Student	Dia pergi ke <b>Ka'bah</b> , di mana berbagai macam orang Quraisy berkumpul di halamannya dan mengelilingi <b>ka'bah</b> tujuh kali

In the sentence *When Umar decided migrate to Madinah, he insisted on doing so openly*. The student Translated *Saat Umar (R.A.) pindah ke Madinah, dia melakukannya secara terbuka saat berada diMadinah*. the Student uses a translation strategy that is translation using a loan word. when the word *Madinah* is repeated several times in the text.

#### **Translation by more neutral**

Source Language	he went to the circles of people, one by one, and said to them, ' <b>May your faces become ugly!</b> Allah will only rub these noses in the dust.
Student	Dia pergi ke antara orang banyak, mendatangi mereka satu per satu, dan berbicara kepada mereka," <b>Wajah-wajah celaka!</b> Allah akan menghinakan orang-orang ini."

In the sentence he went to the circles of people, one by one, and said to them, '**May your faces become ugly!** Allah will only rub these noses in the dust. The student Translated Dia pergi ke antara orang banyak, mendatangi mereka satu per satu, dan berbicara kepada mereka," **Wajah-wajah celaka!** Allah akan menghinakan orang-orang ini.". This strategy is used by more neutral if a word has no direct similarity in the target language, or the target language has no meaning of the word. when the sentence **May your faces become ugly!** To mean in more neutral term to be **Wajah-wajah celaka.**

Table 4  
The result of translation strategies used among the third semester students

No	Type Of Strategies	Frequency	Percentage
1.	Translation by Paraphrase Using a Related Word	5 Students	31%
2.	Translation by illustration	4 Students	24%
3.	Translation by a more general word (Superordinate)	2 Students	15%
4.	Translation using a loan word	3 Students	20%
5.	Translation by more neutral	1 Students	8%

Based on the table data above, there are five strategies used by the participants such as Translation by Paraphrase Using a Related Word with 31% participants, translation by illustration with 24% participants, Translation by a more general word (Superordinate) with 15% participant, Translation using a loan word with 20% participants and Translation by more neutral with 8% participants. It can be seen that the most dominant strategies used Translation by Paraphrase Using a Related Word and translation by illustration. Here, the researcher would like to describe the sample of data that the participants produced in translating the text based on Mona Baker.

#### b. Interview Result

In order to know what are the students strategies used in translating from English into Indonesian, The writer conducted the interview for fifteen students. Interviews students' were conducted using the (Daring/Online) via Whatsapp application, are the students' answers in the topic of translating.

Here are the results of students' interview:

### 1. Do you know about translation?

- AH : Translation is material that students learn to find out the meaning content in a language
- DRP : Translation is the process or activity change the words or the sentences or text from one language to the other language
- ES : I think translation is the process a transfer between two languages
- DPR : I know
- HSP : Translation is transfer meaning from source language to target language
- DO : Yes, I know Translation is the process of translating from the original language to the target language
- NS : I know and have studied it, translation is the process of translating the meaning of a text into another language
- WFA : Yes, translation is the result of switching the source language to the target language
- RM : Translation is the process of translating between two different written languages from the original language
- TMH : Yes, I know
- SO : Yes, transferring the meaning of the text from one language to another
- SJ : I think translation is the process a transfer between two languages or more to know the meaning of the word or sentence.

- ZWPK : Yes, translation is express the meaning of a text into the target language
- SRJP : transferring the meaning of the text from one language to another
- EW : Translate is import exchange process from BSU to BSA.

**2. What difficulties you find when you translate from English into Indonesia?**

- AH : The factor that make me difficult to translate the text is lack of vocabulary mastery
- DRP : The difficulties that I got in translation is sometimes I don't know about the meaning some word. Because I only have a little vocabulary the problem is on me and I have bad grammar so did not self confidence in translating.
- ES : For me, many factors that make the difficult to text. One of them, they are not enough to explore about their vocabulary. So, if they found about not familiar word, they will be confused and so hard to translate it.
- DPR : : Poor understanding of vocabulary
- HSP : My difficulty in translating the English text into Indonesian is in understanding the text and analyzing it, then the transfer of equivalence and did not self confidence in translating
- DO : Difficulty in translating changed sentence structure
- NS : The difficulties I experienced when translating were the use of conjunctions and weak vocabulary

- WFA : The difficulty that I often face is finding words that are commensurate and in accordance with their meanings between the source language and the target language and vocabulary
- RM : The difficulty I have is putting words or sentences that are often reversed and it is difficult to sort the words
- TMH : Difficulty understanding reading or language that is rarely encountered and did not self confidence in translating
- SO : Difficulty in translating looking for a suitable translation and sometimes did not have self-confidence in translating
- SJ : When translating unfamiliar words, idiom and compose sentences (grammar mastery)
- ZWPK : Difficulty in translating arrange one word into a clear sentence or (Grammar mastery)
- SRJP : Difficulty in translating lack of understanding of vocabulary and improper sentence structure
- EW : lack of vocabulary so do not understand the meaning and order of the language

**3. What did you do when you found those problems or difficulties?**

- AH : I will open the dictionary
- DRP : I will go through it first
- ES : open the dictionary and learn about it
- DPR : Open the dictionary
- HSP : When I have problems translating then I will ask google for help or open a dictionary

- DO : I will search google to find the answer
- NS : I try to ask friends, teachers, or I immediately open  
the English dictionary
- WFA : I usually look up the meaning of the word I'm  
looking for through the dictionary
- RM : open the dictionary and ask to friends
- TMH : Ask a friend or teacher
- SO : search google to find the answer
- SJ : ask to friends
- ZWPK : I will looking for information on the internet
- SRJP : search google or ask to friends
- EW : looking for information via the internet

**4. Do you know that when we translate a text we have to keep  
meaning the same as the original source?**

- AH : Yes, I know
- DRP : Yes, I know
- ES : Yes, I know
- DPR : Yes, I know
- HSP : Yes, I know
- DO : Yes, I know
- NS : I Know, because the meaning is very important in  
a text
- WFA : Yes, I know
- RM : I know

TMH : Yes, I know

SO : Yes, I know

SJ : I know

ZWPK : Yes, I

SRJP : -

EW : yes, because it must match the source language

##### **5. How do you translate English text into Indonesian?**

AH : Before translating I read the text and understand it, after reading it I started to understand the vocabulary then I arranged it into a sentence

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

ES : Before translating the text, I usually read all the text and I search about the word that I don't know the meaning. then, I arranged the word

DPR : Translate word by word, and then try to make an sentence.

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

DO : I read and understand the contents of the text then interpret the text and tidy up or arrange the text

NS : I connect the meaning of one text to another then arrange it using language that can be understood



WFA : understand from the contents of the text first, then translate words from the source language after the entire text is translated, I analyze the text if there is a language that is not suitable, it is discussed in the language of communication so that it is easy to understand

RM : I understand the text and then interpret it with the help of a dictionary

TMH : Open the dictionary

SO : I read, try to understand, then find out the meaning that I don't understand in the dictionary

SJ : Translate word by word and then compose it in the corresponding sentence

ZWPK : first i try to read and understand the text then look up the word in the dictionary

SRJP : look up the meaning in a dictionary and arrange it into a sentence

EW : look for the vocabulary you want to translate then arrange the words into a sentence

**6. Do you often find it difficult to understand the translation material?**

AH : Yes, sometimes I difficult to understand the translation material

- DRP : Yes,I difficult to understand the translation material
- ES : Yes,
- DPR : Yes, because it is difficult to interpret and understand
- HSP : Yes, even I always have difficulty in understanding the translation material. to identify the types and techniques used in translating
- DO : Yes, difficult
- NS : Of course because I rarely use English but often use Indonesian in everyday conversation
- WFA : Yes, especially learning the strategy material and translation techniques.
- RM : Yes, confused because there is a lot to learn
- TMH : Yes,
- SO : Yes,because it is difficult and a lot to learn
- SJ : Yes, I difficult to understand the translation material
- ZWPK : Yes, a lot of material to learn and confusing
- SRJP : Yes, because I find it difficult to understand the lesson it takes many times to understand it

EW : Yes, because there is a lot of material that must be studied starting from methods, technique and strategies in translating.

**7. What should you do when the concept expressed by the source item is pronounced in the target language but in a different form? Will you paraphrase them using related word?**

AH : I Will paraphrase them using related word

DRP : Yes,

ES : Yes,

DPR : Yes,

HSP : Yes,

DO : Yes,

NS : No, I don't use it because it's complicated

WFA : Yes,

RM : Yes

TMH : Yes,

SO : Yes

SJ : yes

ZWPK : No, i will use another word

SRJP : No

EW : No

### 8. Do you use strategy in translating a text ?

- AH : I don't know what strategy I use, I only interpret what I understand
- DRP : I don't know, word for word maybe
- ES : Confuse, because I only mean it Confuse, because I only mean it
- DPR : I don't know, Confuse
- HSP : I don't know
- DO : I don't know what strategy I'm using I just interpret the sentences that I can understand
- NS : Confuse, I just interpret the sentences that I can understand
- WFA : I don't know, literal translation maybe
- RM : No
- TMH : I don't know, I just translate the text
- SO : Confuse, I don't know
- SJ : I don't know
- ZWPK : I think no
- SRJP : No
- EW : Just looking for the meaning of the vocabulary without knowing the strategy

From the interviews above, it can be concluded that average students have difficulty in translating English into Indonesian and they also do not have confidence in translating

Indonesian English texts, to lack of vocabulary and grammar mastery, so they do not even know the strategies used in the translation process and the interview lecture result is presented in below:

What are the solution to solve students strategies used in translating English into Indonesian? The first, practice is one way to solve students difficulties in translating. Secondly, expanding the knowledge of translation and increase vocabulary. The lasts factor to solve students in translating is the lecturer.

## **B. DISCUSSION**

This research was conducted in the third semester English department of IAIN Metro, According to Baker's, there are seven strategies used in translating, namely: translation paraphrase, translation by illustration, translation using a loan word, translation omission, Translation by a more general word, Translation by more neutral / less expressive word, Translation by cultural substitution. Meanwhile, from the result of the students translation from English into Indonesian, the strategies used it was found that 31% Students of the type of translation paraphrase were found, 24% Students translation by illustration, 20% Students translation using a loan word, 8% Students Translation by more neutral, and 15% Students Translation by a more general word (Superordinate).

Based on interview data with the third-semester students in IAIN Metro, the students have difficulty in translating English into Indonesian and they also do not have confidence in translating Indonesian English texts, to lack of vocabulary and grammar mastery, so they do not even know the strategies used in the translation and they lack mastery of expanding knowledge about translation, one of them, like barnett theory, the difficulty of translating is a problem of grammar.

## **CHAPTER V**

### **CONCLUSION AND SUGGESTION**

#### **A. CONCLUSION**

Based on the results of data analysis, the researcher can summarize the conclusions of this research that the strategies used by the third-semester students' of IAIN Metro in translating translation process were 31% Students of the type of translation paraphrase were found, 24% Students was using a translation by illustration, 20% Students translation using a loan word, 8% Students was using a Translation by more neutral, and 15% Students was using Translation by a more general word (Superordinate). Paraphrase and illustration strategies are often used by Third semester students at IAIN metro.

#### **B. SUGGESTION**

After the researcher had done the research to the third semester of the IAIN Metro, the researcher would like to give some suggestion as follows :

1. For the students

The Students have to practice a lot in translating to increase their vocabulary mastery. They are also advised not to only use a dictionary to help the students but applying or using the strategies or methods in translating. In other they can understand the context of the text easier.

and students should pay more attention when the teacher explains the material so as that improve English comprehension.

2. For the Lecturers

The lecturers are expected to give a clear explanation about the importance of translation and the strategies that should be used by the students in translating a text



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# **APPENDICES**

### Umar bin Khattab Migration to Madinah



Umar's becoming a muslim was a victory, his migration was help, and his caliphate was a mercy. Umar spent half of his life in the pre-Islamic association 'Jahiliyah', and grew up like his peers of Quraysh, except that he has an advantage over them in that he was one of those who had learned to read, of whom there were very few.

When Umar (R.A.) determined migrate to Madinah, he insisted on doing so openly. Ibn Abbas (R.A.) said: Ali bin Abi Talib said to me: 'I do not be aware of any of the migrants who did not longer migrate in secret, except Umar ibn Al-Khattab. When he determined to migrate, he put on his sword, put his bow over his shoulder, picked up his arrows and carried his stick. He went out to the Kaaba, where a wide variety of Quraish were gathered in its courtyard and circumambulated the House seven times, at a leisurely pace. Then he went to the Maqam and prayed tranquilly. Then he went to the circles of people, one by one, and said to them, 'May your faces emerge as unsightly! Allah will only rub theses noses in the dust. Whoever wants his mother to be bereft of him and his children to become orphans and his wife to become a widow, let him meet me at the back of this valley.' Ali said, 'No one accompanied him except a few of those who were weak and oppressed , then he went on his way.'<sup>32</sup>

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<sup>32</sup> manal qutub, *Umar Ibn Al-Khattab*, n.d., 7.

### Umar bin Khattab Hijrah Menuju Madinah

Umar menjadi muslim sebuah kemenangan, hijrahnya adalah pertolongan, dan kekhalifahannya adalah rahmat. ‘Umar menghabiskan separuh dari perjalanan hidupnya pada masa pra-Islam ‘jahiliyah’ dan tumbuh sebagaimana anak-anak Quraisy lainnya, kecuali bahwa ia memiliki keunggulan dari mereka bahwa dia termasuk orang yang telah belajar membaca. diantaranya masih sangat minim.

Ketika Umar (R.A.) bertekad untuk hijrah ke Madinah, dia bersikeras melakukannya secara terbuka. Ibn Abbas (RA) berkata: Ali bin Abi Thalib berkata kepadaku:,’ Setahu saya semua hijrah dengan sembunyi-sembunyi, kecuali Umar ibn Al-Khattab’. Ketika dia memutuskan untuk hijrah, ia membawa pedangnya, menyelempangkan busur di atas bahunya, menggenggam anak panah dan membawa sebatang tongkatnya. Dia menuju Ka'bah, pada saat orang-orang Quraisy tengah berkumpul di halamannya dan memutar ka'bah tujuh kali putaran, dengan khusyuk. Kemudian dia menuju ke Maqam (Tempat atau batu yang berdiri saat dia membangun Ka'bah) dan sholat. lalu ia mendatangi setiap lingkaran orang-orang, didatanginya satu per satu, dan berkata kepada mereka, Wajah-wajah celaka!Allah akan menistakan orang-orang ini . Barang siapa ingin meratapi ibunya dan anak-anaknya menjadi yatim dan istrinya menjadi janda, maka temuilah aku dibalik lembah ini.” Ali berkata, “Tidak ada yang menemaninya kecuali beberapa orang yang lemah dan tertindas, Dia mengajarkan dan memberi tahu mereka mengenai agama islam, lalu ia melanjutkan perjalanannya.”<sup>33</sup>

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<sup>33</sup> Fuad Abdurrahman, *The Great of Two Umar's*, First Edition (Jakarta, 2013), 37–38.

## Observation ( Students Writing)

### Student 1

Name : AH

Npm : 2001052001

*Kemenangan islam ketika umar menjadi Muslim, berpindahnya adalah bantuan dan kepemimpinannya adalah berkah.* Umar menghabiskan Separuh hidupnya dalam masyarakat sebelum Islam 'zaman kebodohan', dan seperti orang-orang Quraisy, kecuali ia memiliki keunggulan dari mereka bahwa ia adalah salah satu dari mereka yang telah belajar membaca, hanya ada sedikit diantara mereka.

Ketika Umar (R.A.) berpindah ke Madinah, dia melakukannya secara terang-terangan. Ibnu Abbas (RA) berkata: Ali bin Abi Thalib mengatakan kepadaku: 'aku tidak menyadari bahwa beberapa orang-orang berpindah secara sembunyi-sembunyi, terkecuali Umar bin Al-Khattab. Ketika dia memutuskan untuk pindah, dia menggunakan pedangnya, meletakkan busurnya di atas bahunya, mengambil panahnya dan membawa tongkatnya. Dia menuju ke Ka'bah, banyak macam orang Quraisy berkumpul di halamannya dan mengelilingi Baitullah tujuh kali, dengan santai. Kemudian dia pergi ke Maqam (Tempat atau batu yang berdiri saat dia membangun Ka'bah) dan berdoa dengan tenang. Kemudian dia pergi ke lingkaran orang, satu per satu, dan berkata kepada mereka, 'semoga wajah kalian muncul sebagai keburukan jelek! Allah hanya akan mengusap hidung ini ke dalam debu. Siapapun tak ingin kehilangan ibunya dan anak-anaknya menjadi yatim dan istrinya menjadi janda, maka datanglah kepadaku dibelakang lembah.' Ali berkata, “ tak seorangpun menemaninya kecuali dosa dan rasa penyesalannya. Dia mengajari mereka dan mengajak menjadi Islam, lalu dia melanjutkan perjalanannya.

**Student 2**

Name : DRP

Npm : 20010520008

**Umar bin khattab pindah ke madinah**

Umar menjadi seseorang yang berserah diri kepada Allah dengan hanya menyembah dan meminta pertolongannya menjadi sebuah kemenangan, berpindahnya Umar menjadi pertolongan dan kepemimpinan. Umar menghabiskan separuh hidupnya dalam masyarakat pra-Islam 'Jahiliyah', dan berkembang seperti manusia Quraisy, kecuali ia tinggi dari mereka bahwa ia adalah salah satu dari mereka yang telah belajar membaca, di antaranya sangat ada sedikit.

Ketika Umar (R.A.) bertekad untuk hijrah ke Madinah, dia bersikeras melakukannya secara terbuka. Ibnu Abbas (RA) berkata: Ali bin Abi Thalib berkata kepadaku:....., kecuali Umar bin Al-Khattab. Ketika dia memutuskan untuk bermigrasi, dia memakai pedangnya, meletakkan busurnya di atas bahunya, mengambil anak panahnya dan membawa tongkatnya. Dia pergi ke Ka'bah, di mana berbagai macam orang Quraisy berkumpul di halamannya dan mengelilingi Baitullah tujuh kali, dengan santai. Kemudian *Dia pergi ketempat atau batu yang berdiri saat Ibrahim membangun ka'bah dan berdoa dengan tenang*. Kemudian dia pergi ke lingkaran orang, satu per satu, dan berkata kepada mereka, 'Semoga wajahmu terlihat jelek!..... Barang siapa ingin kehilangan ibunya dan anak-anaknya menjadi yatim dan istrinya menjadi janda, maka temuilah aku di belakang lembah ini.' Ali berkata, "gak ada yang menemaninya kecuali beberapa orang lemah dan tertindas. Dia mengajari mereka dan mengajari mereka tentang Islam, lalu dia melanjutkan perjalanannya.

### Student 3

Name : ES

Npm : 2001052001

#### Umar Bin Khattab pergi ke Madinah

Kemenangan islam terjadi saat Umar menjadi muslim, pindahannya adalah sebuah bantuan, dan kekhalifahannya adalah anugrah. Umar menghabiskan separuh hidupnya dalam masyarakat pra-Islam 'kebodohan', ..... , kecuali bahwa ia mempunyai keunggulan atas mereka bahwa ia adalah salah satu dari mereka yang telah belajar membaca, di antaranya ada sangat sedikit. Ketika Umar (R.A.) bertekad untuk hijrah ke Madinah, dia bersikeras melakukannya secara terang-terangan saat berada diMadinah. Ibnu Abbas (RA) berkata: Ali bin Abi Thalib berkata kepadaku: 'Saya tidak mengetahui seorang migran yang tidak lagi bermigrasi secara rahasia, kecuali Umar bin Al-Khattab. Ketika dia memutuskan untuk bermigrasi, dia memakai pedangnya, meletakkan busurnya di atas bahunya, mengambil anak panahnya dan membawa tongkatnya. *Dia pergi ka'bah dimana berbagai macam orang Quraisy berkumpul di halamannya dan memutari Baitullah tujuh kali dengan santai.* Kemudian dia pergi ke Maqam (Tempat atau batu yang berdiri saat dia membangun Ka'bah) dan berdoa dengan tenang. Kemudian dia pergi ke lingkaran orang, satu per satu, dan berkata kepada mereka, 'Semoga mukamu terlihat jelek! Allah hanya akan menggosok hidung ini ke dalam debu. Barang siapa ingin kehilangan ibunya dan anak-anaknya menjadi yatim dan istrinya menjadi janda, maka temuilah aku di belakang lembah ini.'” Ali berkata, “Tidak ada yang menemaninya kecuali beberapa orang lemah dan tertindas. ....



**Student 4**

Name : DPR

Npm : 20010520007

**Umar Menuju Madinah**

Umar adalah seorang muslim yang mendapat kemenangan, hijrahnya adalah bantuan, dan kekhalifahannya adalah sebuah anugrah. Separuh hidupnya ia menghabiskan dalam masyarakat sebelum Islam 'Jahiliyah', dan hidup seperti orang Quraisy, terkecuali ia memiliki kelebihan dari mereka bahwa ia adalah salah satu dari mereka yang telah belajar membaca, di antaranya ada sangat sedikit.

*Saat Umar (R.A.) pindah ke **Madinah**, dia melakukannya secara terbuka saat berada di **Madinah**.* Ibnu Abbas (RA) berkata: Ali bin Abi Thalib berkata kepadaku: 'Saya tidak mengetahui seorang migran yang tidak lagi bermigrasi secara rahasia, kecuali Umar bin Al-Khattab. Ketika dia memutuskan untuk bermigrasi, dia memakai pedangnya, meletakkan busurnya di atas bahunya, mengambil anak panahnya dan membawa tongkatnya. Dia pergi ke arah kiblat, di mana berbagai macam orang Quraisy berkumpul di halamannya dan mengelilingi Baitullah tujuh kali, dengan santai. Kemudian dia pergi ke Tempat atau batu yang berdiri saat dia membangun Ka'bah dan berdoa dengan khusyuk. Kemudian dia pergi ke lingkaran orang, satu per satu, dan berkata kepada mereka, 'Semoga rupamu terlihat buruk! Allah hanya akan menggosok hidung ini ke dalam debu. Barang siapa ingin kehilangan ibunya dan anak-anaknya menjadi yatim dan istrinya menjadi janda, maka datanglah kepadaku tepatnya dibelakang lembah ini.' Ali berkata, "Tidak ada seorangpun yang bersamanya kecuali beberapa orang lemah dan tertindas. Dia mengajari mereka dan mereka tentang Islam, lalu dia meneruskan perjalanannya.

**Student 5**

Name : HSP

Npm : 20010520005

Umar menjadi seorang muslim adalah sebuah kemenangan, hijrahnya adalah pertolongan, dan kekhalifahannya adalah rahmat. Umar menghabiskan separuh hidupnya dalam masyarakat pra-Islam 'Jahiliyah', dan hidup seperti orang Quraisy, kecuali ia mempunyai keunggulan dari mereka bahwa ia merupakan salah satu dari mereka yang telah belajar membaca, di antaranya ada sangat sedikit.

Ketika Umar (R.A.) bertekad untuk pindah tempat ke Madinah, dia kukuh untuk melakukannya secara terbuka. Ibnu Abbas (RA) berkata: Ali bin Abi Thalib berkata kepadaku: 'Saya tidak mengetahui seorang migran yang tidak lagi berpindah secara rahasia, kecuali Umar bin Al-Khattab. Ketika dia memutuskan untuk bermigrasi, dia memakai pedangnya, meletakkan busurnya di atas bahunya, mengambil anak panahnya dan membawa tongkatnya. Dia menuju ke Ka'bah, di mana berbagai macam orang Quraisy berkumpul di halamannya dan mengelilingi Baitullah tujuh kali, dengan santai. *Dia pergi ketempat atau batu yang berdiri saat umar membangun ka'bah dan berdoa dengan tenang.* Kemudian dia pergi ke perkumpulan orang, satu demi satu, dan berkata kepada mereka, 'Semoga wajahmu terlihat buruk! Allah hanya akan menggosok hidung ini ke dalam debu. Barang siapa ingin kehilangan ibunya dan anak-anaknya menjadi yatim dan istrinya menjadi janda, maka datanglah padaku aku di belakang lembah ini.' *Tidak ada yang bersamanya kecuali orang lemah dan tertindas, kemudian dia mengajari mereka dan mengajarkan tentang islam, ucap Ali,* lalu dia meneruskan perjalanannya.

### Student 6

Name : DO

Npm : 20010520010

#### Umar Bin Khattab Pergi Menuju madinah

Umar menjadi seorang muslim adalah sebuah kejayaan, hijrahnya adalah pertolongan, dan kekhalifahannya adalah rahmat. Umar menghabiskan separuh hidupnya dalam masyarakat sebelum Islam 'kebodohan', dan tumbuh seperti rekan-rekan Quraisy, kecuali bahwa ia memiliki keunggulan atas mereka bahwa ia adalah salah satu dari mereka yang telah belajar membaca, di antaranya ada sangat sedikit.

Ketika Umar (R.A.) memantapkan untuk hijrah ke Madinah, dia bersikeras melakukannya secara terang-terangan. Ibnu Abbas (RA) berkata: Ali bin Abi Thalib berkata padaku: 'Saya tak tahu seorang migran yang tak lagi bermigrasi secara sembunyi, kecuali Umar. *Ketika Umar memutuskan aktivitas perpindahan dari satu lokasi ke lokasi lainnya, dia memakai pedangnya, meletakkan busurnya di atas bahunya, mengambil anak panahnya dan membawa tongkatnya.* mengambil anak panahnya dan membawa tongkatnya....., berbagai macam orang Quraisy berkumpul di halamannya dan mengelilingi .... tujuh kali, dengan tidak tergesa-gesa. lalu dia pergi ke Tempat atau batu yang berdiri saat dia membangun Ka'bah dan berdoa dengan khusyuk. Kemudian dia pergi ke putaran orang, satu demi satu, dan berkata kepada mereka, 'Semoga saja wajahmu nuruk rupa! Allah hanya akan menggosok hidung ini ke dalam debu. Barang siapa ingin hilang ibunya dan anak-anaknya menjadi yatim dan istrinya menjadi janda, maka temuilah aku di belakang lembah ini.' Ali berkata, "Tak ada yang bersamanya kecuali orang lemah dan tertindas. Dia memberitahu mereka dan mengajari mereka tentang Islam, kemudian dia melanjutkan perjalanannya.

**Student 7**

Name : NS

Npm : 2001052027

**Umar Pindah Menuju madinah**

Umar menjadi seorang muslim adalah sebuah kemenangan, hijrahnya adalah pertolongan, dan kekhalifahannya adalah rahmat. *Umar menghabiskan setengah hidupnya dimasa pra-Islam “Masa dimana penduduk mekkah berada dalam ketidaktahuan” dan tumbuh seperti anak-anak Quraisy lainnya, kecuali bahwa ia memiliki keunggulan atas mereka bahwa ia adalah salah satu dari mereka yang telah belajar membaca, di antaranya ada sangat sedikit.*

Ketika Umar (R.A.) bertekad untuk hijrah ke Madinah, dia bersikeras melakukannya secara terbuka. Ibnu Abbas (RA) berkata: Ali bin Abi Thalib berkata kepadaku: 'Saya tidak mengetahui seorang migran yang tidak lagi bermigrasi secara rahasia, kecuali Umar bin Al-Khattab. Ketika dia memutuskan untuk bermigrasi, dia memakai pedangnya, *meletakkan busurnya di atas bahunya*, mengambil anak panahnya dan membawa tongkatnya. Dia pergi ke Ka'bah, di mana berbagai macam orang Quraisy berkumpul di halamannya dan mengelilingi Baitullah tujuh kali, dengan santai. Kemudian dia pergi ke ..... dan berdoa dengan tenang. Kemudian dia pergi ke lingkaran orang, satu per satu, dan berkata kepada mereka, 'Semoga wajahmu terlihat jelek! Allah hanya akan menggosok hidung ini ke dalam debu. Barang siapa ingin kehilangan ibunya dan anak-anaknya menjadi yatim dan istrinya menjadi janda, maka temuilah aku di belakang lembah ini.' Ali berkata, “Tidak ada yang menemaninya kecuali beberapa orang lemah dan tertindas. Dia mengajari mereka ..... tentang Islam, lalu dia melanjutkan perjalanannya.

**Student 8**

Name : WFA

Npm : 2001051043

**Umar bin khattab**

Umar menjadi muslim adalah sebuah kemenangan, hijrahnya adalah pertolongan, dan kekhalifahannya adalah rahmat. Umar menghabiskan separuh hidupnya dalam masyarakat pra-Islam 'zaman Jahiliyah', dan hidup seperti masyarakat Quraisy, kecuali bahwa ia memiliki keunggulan atas mereka bahwa ia adalah salah satu dari mereka yang telah belajar membaca, di antaranya ada sangat sedikit.

Ketika Umar (R.A.) bertekad untuk hijrah ke Madinah, dia bersikeras melakukannya secara terbuka. Ibnu Abbas (RA) berkata: Ali bin Abi Thalib berkata kepadaku: 'aku tidak mengetahui seorang migran yang tidak lagi bermigrasi secara tersembunyi, kecuali Umar bin Al-Khattab. Ketika dia memutuskan untuk bermigrasi, dia memakai pedangnya, meletakkan busurnya di atas bahunya, mengambil anak panahnya dan membawa tongkatnya. *Dia pergi ke mekah, di mana berbagai macam orang Quraisy berkumpul di halamannya dan mengelilingi **Baitullah** tujuh kali, dengan santai.* Kemudian dia pergi ke Maqam (Tempat atau batu yang berdiri saat dia membangun Ka'bah) dan berdoa dengan khushyuk. Kemudian dia pergi ke perkumpulan orang, satu per satu, dan berkata kepada mereka, 'Semoga wajahmu terlihat buruk! Allah hanya akan menggosok hidung ini ke dalam debu. Barang siapa ingin kehilangan ibunya dan anak-anaknya menjadi yatim dan istrinya menjadi janda, maka temuilah aku di belakang lembah ini.' Ali berkata, "Tidak seorangpun yang menemaninya kecuali beberapa orang lemah dan tertindas. Dia mengajari mereka tentang Islam, lalu dia melanjutkan perjalanannya.

**Student 9**

Name : RMA

Npm : 2001050027

**Umar bin Khattab hijrah dimadinah**

Umar menjadi muslim adalah sebuah kemenangan, hijrahnya adalah pertolongan, dan kekhalifahannya adalah rahmat. Umar menghabiskan separuh hidupnya dalam masyarakat....., dan tumbuh seperti rekan-rekan Quraisy, kecuali bahwa ia memiliki keunggulan atas mereka bahwa ia adalah salah satu dari mereka yang telah belajar membaca, di antaranya ada sangat sedikit.

Ketika Umar (R.A.) bertekad untuk hijrah ke Madinah, dia bersikeras melakukannya secara terbuka. Ibnu Abbas (RA) berkata: Ali bin Abi Thalib berkata kepadaku: 'Saya tidak mengetahui seorang migran yang tidak lagi bermigrasi secara rahasia, kecuali Umar bin Al-Khattab. Ketika dia memutuskan untuk bermigrasi, dia memakai pedangnya, meletakkan busurnya di atas bahunya, mengambil anak panahnya dan membawa tongkatnya. *Dia pergi **kesebuah bangunan persegi empat yang terletak dimekkah masjid paling suci dalam agama islam**, di mana berbagai macam orang Quraisy berkumpul di halamannya dan mengelilingi Baitullah tujuh kali*, dengan khusyuk. Kemudian dia pergi ..... dan berdoa dengan tenang. Kemudian dia pergi ke sekelompok orang, satu demi satu, dan berkata kepada mereka, 'Semoga mukamu terlihat buruk! Allah hanya akan menggosok hidung ini ke dalam debu. Barang siapa ingin kehilangan ibunya dan anak-anaknya menjadi yatim dan istrinya menjadi janda, maka temuilah aku di belakang lembah ini.' Ali berkata, "Tidak ada yang menemaninya kecuali beberapa orang lemah dan tertindas. Dia mengajari mereka dan mengajari mereka tentang Islam, lalu dia melanjutkan perjalanannya.

**Student 10**

Name : TMH

Npm : 2001050031

Umar menjadi muslim adalah sebuah kejayaan, hijrahnya adalah pertolongan, dan kekhalifahannya adalah anugrah. Umar menghabiskan separuh hidupnya dalam masyarakat sebelum Islam 'Zaman kebodohan', dan tumbuh seperti masyarakat Quraisy, kecuali bahwa Umar memiliki keunggulan atas mereka bahwa ia adalah salah satu dari mereka yang telah belajar membaca, di antaranya ada sangat sedikit.

Ketika Umar (R.A.) bertekad untuk pindah ke Madinah, dia kukuh melakukannya secara terang-terangan. Ibnu Abbas (RA) berkata: Ali bin Abi Thalib berkata kepadaku: 'Saya tidak mengetahui seorang migran yang tidak lagi bermigrasi secara rahasia, kecuali Umar bin Al-Khattab. Ketika dia memutuskan untuk berpindah tempat, dia menggunakan pedangnya, meletakkan busurnya di atas bahunya, mengambil anak panahnya dan membawa tongkatnya. Dia pergi keka'bah, di mana berbagai macam masyarakat Quraisy berkumpul di halamannya dan mengelilingi ka'bah tujuh kali, dengan pelan. Kemudian dia pergi ke maqam dan berdoa dengan tenang. Kemudian dia pergi ke lingkaran orang, satu per satu, dan berkata kepada mereka, 'Semoga mukamu terlihat jelek!..... Barang siapa ingin kehilangan ibunya dan anak-anaknya menjadi yatim dan istrinya menjadi janda, maka temuilah aku di belakang lembah ini.' Ali berkata, "Tidak ada yang menemaninya kecuali beberapa orang lemah dan tertindas. *umar bin khattab* mengajari mereka dan mengajari mereka tentang Islam, lalu *umar bin khattab* melanjutkan perjalanannya.

**Student 11**

Name : SO

Npm : 20010520029

Umar menjadi muslim adalah sebuah kemenangan, hijrahnya adalah membantu, dan kekhalifahannya adalah rahmat. *Umar menghabiskan separuh hidupnya di masa 'jahiliyah' pra-Islam dan tumbuh seperti anak-anak Quraisy lainnya*, kecuali bahwa ia memiliki keuntungan atas mereka bahwa ia adalah salah satu dari mereka yang telah belajar membaca, di antaranya ada sangat sedikit.

Ketika Umar (R.A.) bertekad untuk hijrah ke Madinah, dia bersikeras melakukannya secara terbuka. Ibnu Abbas (RA) berkata: Ali bin Abi Thalib berkata kepadaku: 'Saya tidak mengetahui seorang migran yang tidak lagi bermigrasi secara rahasia, kecuali Umar bin Al-Khattab. Ketika dia memutuskan untuk bermigrasi, dia meletakkan pedang, meletakkan busurnya di atas bahunya, mengambil anak panahnya dan membawa tongkatnya. Dia pergi ke Ka'bah, di mana berbagai macam orang Quraisy berkumpul di halamannya dan mengelilingi Baitullah tujuh kali, dengan santai. Kemudian dia pergi ke maqam dan berdoa dengan tenang. Kemudian dia pergi ke lingkaran orang, satu satu, dan bilang kepada mereka, 'Semoga wajahmu terlihat jelek! Allah hanya akan menggosok hidung ini ke dalam debu. Barang siapa ingin kehilangan ibunya dan anaknya menjadi yatim dan istrinya menjadi janda, maka temuilah aku di belakang lembah ini.' Ali berkata, "Tidak ada yang menemaninya kecuali beberapa orang lemah dan tertindas. Dia mengajari mereka dan mengajari mereka Islam, lalu dia melanjutkan perjalanannya.



**Student 12**

Name : SJ

Npm : 2001051035

Umar menjadi seorang muslim adalah sebuah kemenangan, hijrahnya adalah membantu, dan kekhalifahannya adalah rahmat. Umar menghabiskan separuh hidupnya dalam masyarakat pra-Islam 'Jahiliyah', dan tumbuh seperti rekan-rekan Quraisy, kecuali bahwa ia memiliki keuntungan atas mereka bahwa ia adalah satu dari mereka yang telah belajar membaca, di antaranya ada sangat sedikit.

Ketika Umar (R.A.) bertekad untuk hijrah ke Madinah, dia bersikeras melakukannya secara terbuka. Ibnu Abbas (RA) berkata: Ali bin Abi Thalib berkata kepadaku: 'Saya tidak mengetahui seorang migran yang tidak lagi bermigrasi secara rahasia, kecuali Umar bin Al-Khattab. Ketika dia memutuskan untuk bermigrasi, dia memakai pedangnya, meletakkan busurnya di atas bahunya, mengambil anak panahnya dan membawa tongkatnya. Dia pergi ke Ka'bah, di mana berbagai macam orang Quraisy berkumpul di halamannya dan mengelilingi Baitullah tujuh kali, dengan santai. Kemudian dia pergi ke Maqam (Tempat atau batu yang berdiri saat dia membangun Ka'bah) dan berdoa dengan tenang. *Dia pergi ke antara orang banyak, mendatangi mereka satu per satu, dan berbicara kepada mereka, "Celakalah! Allah akan menghinakan orang-orang ini."* Barang siapa ingin kehilangan ibunya dan anak-anaknya menjadi yatim dan istrinya menjadi janda, maka temuilah aku di belakang lembah ini." Ali berkata, "Tidak ada yang menemaninya kecuali beberapa orang lemah dan tertindas. Dia mengajari mereka dan mengajari mereka tentang Islam, lalu dia melanjutkan perjalanannya.

**Student 13**

Name : ZWPK

Npm : 20010520034

Islam menang ketika Umar menjadi seorang muslim, hijrahnya Umar sebagai pertolongan, dan kekhalifahannya adalah anugerah. separuh hidupnya ia habiskan dalam masyarakat sebelum Islam 'Jahiliyah', dan berkembang seperti orang Quraisy, kecuali bahwa ia memiliki keunggulan atas mereka bahwa ia adalah salah satu dari mereka yang telah belajar membaca, hanya ada sedikit.

saat Umar (R.A.) bertekad untuk ke Madinah, dia melakukannya secara terbuka. Ibnu Abbas (RA) berkata: *Hanya Umar bin Khattab seorang pendatang yang tidak lagi bermigrasi secara rahasia selebihnya saya tidak mengetahuinya.* Ketika Umar pergi untuk bermigrasi, dia memakai pedangnya, meletakkan busurnya di atas bahunya, mengambil anak panahnya dan membawa tongkatnya. Dia pergi ke Baitullah, bersama orang-orang Quraisy berkumpul di halamannya dan memutar Baitullah 7X dengan santai. Kemudian dia pergi ke Maqam (Tempat atau batu yang berdiri saat dia membangun Ka'bah) dan berdoa dengan tenang. Kemudian dia pergi ke lingkaran orang, satu per satu, dan berkata kepada mereka, 'Semoga wajahmu terlihat buruk! Allah hanya akan menggosok hidung ini ke dalam debu.' Ali berkata, "hanya beberapa orang lemah dan tertindas yang menemaninya. Dia mengajari mereka dan mengajari mereka tentang Islam, lalu dia melanjutkan perjalanannya.

**Student 14**

Name : SRJ

Npm : 2001051036

**Umar bin Khattab berpindah dimadinah**

Umar menjadi seorang muslim adalah sebuah kemenangan, hijrahnya adalah bantuan, dan kekhalifahannya adalah rahmat. Umar menghabiskan separuh hidupnya dalam masyarakat pra-Islam 'Jahiliyah', dan tumbuh seperti rekan-rekan Quraisy, kecuali bahwa ia memiliki keunggulan atas mereka bahwa ia adalah salah satu dari mereka yang telah belajar membaca, di antaranya ada sangat sedikit.

Ketika Umar (R.A.) bertekad untuk hijrah ke Madinah, dia bersikeras melakukannya secara terbuka. Ibnu Abbas (RA) berkata: Ali bin Abi Thalib berkata kepadaku: 'Saya tidak tahu seorang migran yang tidak lagi bermigrasi secara rahasia, kecuali Umar bin Al-Khattab. Ketika dia memutuskan untuk bermigrasi, dia memakai pedangnya, meletakkan busurnya di atas bahunya, mengambil anak panahnya dan membawa tongkatnya. Dia ingin keluar ke Ka'bah, di mana sebuah berbagai macam orang Quraisy berkumpul di halamannya dan mengelilingi Baitullah tujuh kali, dengan santai. Kemudian dia pergi ke Maqam (Tempat atau batu yang berdiri saat dia membangun Ka'bah) dan berdoa dengan tenang. Kemudian dia pergi ke lingkaran orang, satu per satu, dan berkata kepada mereka, 'Semoga wajahmu terlihat jelek! Allah hanya akan menggosok hidung ini ke dalam debu. *Carilah aku di balik lembah ini, siapapun yang ingin meratapi ibu dan anaknya kemudian menjadi yatim piatu, dan istrinya menjadikannya janda* Ali berkata, "Tidak ada yang menemaninya kecuali beberapa orang lemah dan tertindas. Dia mengajari mereka dan mengajari mereka tentang Islam, lalu dia melanjutkan perjalanannya.

**Student 15**

Name : EW

Npm : 2001050007

**Pindahnya Umar bin Khattab**

Umar menjadi muslim adalah sebuah kemenangan, hijrahnya adalah pertolongan, dan kekhalifahannya adalah rahmat. Umar menghabiskan separuh hidupnya dalam masyarakat pra-Islam 'zaman kebodohan', dan hidup seperti masyarakat Quraisy, kecuali bahwa ia memiliki keunggulan atas mereka bahwa ia adalah salah satu dari mereka yang telah belajar membaca, diantara mereka ada hanya sedikit.

Sewaktu Umar (R.A.) bertekad untuk hijrah ke Madinah, dia bersikeras melakukannya secara terang-terangan. Ibnu Abbas (RA) berkata: Ali bin Abi Thalib berkata kepadaku: 'Saya tidak mengetahui seorang migran yang tidak lagi bermigrasi secara rahasia, kecuali Umar bin Al-Khattab. Ketika dia memutuskan untuk pindah, dia membawa pedangnya, meletakkan busurnya di atas bahunya, mengambil anak panahnya dan membawa tongkatnya. *Dia pergi ke **Ka'bah**, di mana berbagai macam orang Quraisy berkumpul di halamannya dan mengelilingi **ka'bah** tujuh kali*, dengan santai. Kemudian dia pergi ke Maqam (Tempat atau batu yang berdiri saat dia membangun Ka'bah) dan berdoa dengan khushyuk. Kemudian dia pergi ke perkumpulan orang, satu demi satu, dan berkata kepada mereka, 'Semoga wajah kalian terlihat buruk! Allah hanya akan menggosok hidung ini ke dalam debu. Barang siapa ingin kehilangan ibunya dan anak-anaknya menjadi yatim dan istrinya menjadi janda, maka temuilah aku di belakang lembah .' Ali berkata, "Tak seorangpun yang menemaninya kecuali beberapa orang lemah dan tertindas. Dia mengajari mereka dan mengajak mereka tentang Islam, lalu dia melanjutkan perjalanannya.

### **Interview the student Third Semester Students At IAIN Metro**

#### **Student 1**

- Researcher :Do you know about translation?
- Student :Translation is material that students learn to find out the meaning content in a language
- Researcher :What difficulties you find when you translate from English into Indonesia?
- Student :The factor that make me difficult to translate the text is lack of vocabulary mastery
- Researcher :What did you do when you found those problems or difficulties?
- Student :I will open the dictionary
- Researcher :Do you know that when we translate a text we have to keep meaning the same as the original source?
- Student :I Know
- Researcher :Do you know that translating is to find the equivalent or the same meaning with the source text?
- Student :Yes, understand
- Researcher :How do you translate English text into Indonesian?
- Student :Before translating I read the text and understand it, after reading it I started to understand the vocabulary then I arranged it into a sentence
- Researcher :Do you often find it difficult to understand the translation material?
- Student :Yes, sometimes I difficult to understand the translation material

Researcher :Will you use illustration when translating words in target language with long explanations?

Student :Yes, I will translating words with long explanations

Researcher :What should you do when the concept expressed by the source item is pronounced in the target language but in a different form? Will you paraphrase them using related word?

Student :I Will paraphrase them using related word

Researcher :Do you use strategy in translating a text ?

Student :I don't know what strategy I use, I only interpret what I understand

**Student 2**

Researcher : Do you know about translation?

Student : Translation is the process or activity change the words or the sentences or text from one language to the other language with many strategies we can used.

Researcher :What difficulties you find when you translate from English into Indonesia?

Student :The difficulties that I got in translation is sometimes I don't know about the meaning some word. Because I only have a little vocabulary the problem is on me and I have bad grammar so did not self confidence in translating.

Researcher : What did you do when you found those problems or difficulties?

Student : I will go through it first

Researcher : Do you know that when we translate a text we have to keep meaning the same as the original source?

Student : I Know

Researcher : Do you know that translating is to find the equivalent or the same meaning with the source text?

Student : Yes, understand

Researcher :How do you translate English text into Indonesian?

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

Researcher : Do you often find it difficult to understand the translation material?

Student : Yes, sometimes I difficult to understand the translation material

Researcher : Will you use illustration when translating words in target language with long explanations?

Student :Yes, I will translating words with long explanations

Researcher : What should you do when the concept expressed by the source item is pronounced in the target language but in a different form? Will you paraphrase them using related word?

Student : I Will paraphrase them using related word

Researcher : Do you use strategy in translating a text ?

Student : I don't know, word for word maybe



**Student 3**

- Researcher : Do you know about translation?
- Student : I think translation is the process a transfer between two languages or more to know the meaning of the word or sentence.
- Researcher : What difficulties you find when you translate from English into Indonesia?
- Student : For me, many factors that make the difficult to text. One of them, they are not enough to explore about their vocabulary. So, if they found about not familiar word, they will be confused and so hard to translate it.
- Researcher : What did you do when you found those problems or difficulties?
- Student : I will open the dictionary and learn about it
- Researcher : Do you know that when we translate a text we have to keep meaning the same as the original source?
- Student : I Know
- Researcher : Do you know that translating is to find the equivalent or the same meaning with the source text?
- Student : Yes, I know
- Researcher :How do you translate English text into Indonesian?
- Student : Before translating the text, I usually read all the text and I search about the word that I don't know the meaning. then, I arranged the word
- Researcher : Do you often find it difficult to understand the translation material?

- Student : Yes, I difficult to understand the translation material
- Researcher : Will you use illustration when translating words in target language with long explanations?
- Student :Yes, I will translating words with long explanations
- Researcher : What should you do when the concept expressed by the source item is pronounced in the target language but in a different form? Will you paraphrase them using related word?
- Student : I Will paraphrase them using related word
- Researcher : Do you use strategy in translating a text ?
- Student : Confuse, because I only mean it Confuse, because I only mean it

**Student 4**

- Researcher : Do you know about translation?
- Student : I Do
- Researcher : What difficulties you find when you translate from English into Indonesia?
- Student : Poor understanding of vocabulary
- Researcher : What did you do when you found those problems or difficulties?
- Student : Open the dictionary
- Researcher : Do you know that when we translate a text we have to keep meaning the same as the original source?
- Student : I Know
- Researcher : Do you know that translating is to find the equivalent or the same meaning with the source text?
- Student : I know
- Researcher :How do you translate English text into Indonesian?
- Student : Translate word by word, and then try to make an sentence.
- Researcher : Do you often find it difficult to understand the translation material?
- Student :Yes, because it is difficult to interpret and understand
- Researcher : Will you use illustration when translating words in target language with long explanations?
- Student :Sometimes, I translating words with long explanations

Researcher : What should you do when the concept expressed by the source item is pronounced in the target language but in a different form? Will you paraphrase them using related word?

Student : I Will paraphrase them using related word

Researcher : Do you use strategy in translating a text ?

Student : I don't know, Confuse

### Student 5

- Researcher : Do you know about translation?
- Student : Translation is transfer meaning from source language to target language.
- Researcher : What difficulties you find when you translate from English into Indonesia?
- Student : My difficulty in translating the English text into Indonesian is in understanding the text and analyzing it, then the transfer of equivalence and did not self confidence in translating
- Researcher : What did you do when you found those problems or difficulties?
- Student : When I have problems translating then I will ask google for help or open a dictionary
- Researcher : Do you know that when we translate a text we have to keep meaning the same as the original source?
- Student : I Know
- Researcher : Do you know that translating is to find the equivalent or the same meaning with the source text?
- Student : Not
- Researcher :How do you translate English text into Indonesian?
- Student : *First* read the text before, and understanding about material. Then underline words who we don't know means of word.
- Researcher : Do you often find it difficult to understand the translation material?

- Student :Yes, even I always have difficulty in understanding the translation material. to identify the types and techniques used in translating
- Researcher : Will you use illustration when translating words in target language with long explanations?
- Student : no
- Researcher : What should you do when the concept expressed by the source item is pronounced in the target language but in a different form? Will you paraphrase them using related word?
- Student : I Will paraphrase them using related word
- Researcher : Do you use strategy in translating a text ?
- Student : I don't know

**Student 6**

- Researcher : Do you know about translation?
- Student :Yes, I know Translation is the process of translating from the original language to the target language
- Researcher : What difficulties you find when you translate from English into Indonesia?
- Student :Difficulty in translating changed sentence structure
- Researcher : What did you do when you found those problems or difficulties?
- Student : I will search google to find the answer
- Researcher : Do you know that when we translate a text we have to keep meaning the same as the original source?
- Student : I Know
- Researcher : Do you know that translating is to find the equivalent or the same meaning with the source text?
- Student : I know
- Researcher :How do you translate English text into Indonesian?
- Student : I read and understand the contents of the text then interpret the text and tidy up or arrange the text
- Researcher : Do you often find it difficult to understand the translation material?
- Student : Yes, difficult
- Researcher : Will you use illustration when translating words in target language with long explanations?
- Student : I think no

Researcher : What should you do when the concept expressed by the source item is pronounced in the target language but in a different form? Will you paraphrase them using related word?

Student : No, i will use another word

Researcher : Do you use strategy in translating a text ?

Student :I don't know what strategy I'm using I just interpret the sentences that I can understand



**Student 7**

- Researcher : Do you know about translation?
- Student : Yes, I know and have studied it, translation is the process of translating the meaning of a text into another language as intended
- Researcher : What difficulties you find when you translate from English into Indonesia?
- Student :The difficulties I experienced when translating were the use of conjunctions and weak vocabulary
- Researcher : What did you do when you found those problems or difficulties?
- Student : I try to ask friends, teachers, or I immediately open the English dictionary
- Researcher : Do you know that when we translate a text we have to keep meaning the same as the original source?
- Student : I Know, because the meaning is very important in a text
- Researcher : Do you know that translating is to find the equivalent or the same meaning with the source text?
- Student : Of course I know because not every word can be translated
- Researcher :How do you translate English text into Indonesian?
- Student : I connect the meaning of one text to another then arrange it using language that can be understood
- Researcher : Do you often find it difficult to understand the translation material?

- Student : Of course because I rarely use English but often use Indonesian in everyday conversation
- Researcher : Will you use illustration when translating words in target language with long explanations?
- Student : Yes so easy to understand
- Researcher : What should you do when the concept expressed by the source item is pronounced in the target language but in a different form? Will you paraphrase them using related word?
- Student : No, I don't use it because it's complicated
- Researcher : Do you use strategy in translating a text ?
- Student : Confuse, I just interpret the sentences that I can understand

**Student 8**

- Researcher : Do you know about translation?
- Student : Yes, translation is the result of switching the source language to the target language
- Researcher : What difficulties you find when you translate from English into Indonesia?
- Student : The difficulty that I often face is finding words that are commensurate and in accordance with their meanings between the source language and the target language and vocabulary
- Researcher : What did you do when you found those problems or difficulties?
- Student : I usually look up the meaning of the word I'm looking for through the dictionary
- Researcher : Do you know that when we translate a text we have to keep meaning the same as the original source?
- Student : I Know
- Researcher : Do you know that translating is to find the equivalent or the same meaning with the source text?
- Student : Of course
- Researcher : How do you translate English text into Indonesian?
- Student : understand from the contents of the text first, then translate words from the source language after the entire text is translated, I analyze the text if there is a language that is not suitable, it is discussed in the language of communication so that it is easy to understand

- Researcher :Do you often find it difficult to understand the translation material?
- Student : Yes, especially learning the strategy material and translation techniques.
- Researcher : Will you use illustration when translating words in target language with long explanations?
- Student : Yes, if translating orally
- Researcher : What should you do when the concept expressed by the source item is pronounced in the target language but in a different form? Will you paraphrase them using related word?
- Student : Yes
- Researcher : Do you use strategy in translating a text ?
- Student : I don't know, literal translation maybe

**Student 9**

- Researcher : Do you know about translation?
- Student : I know, Translation is the process of translating between two different written languages from the original language to the intended language
- Researcher : What difficulties you find when you translate from English into Indonesia?
- Student : The difficulty I have is putting words or sentences that are often reversed and it is difficult to sort the words (grammar mastery)
- Researcher : What did you do when you found those problems or difficulties?
- Student : open the dictionary and ask to friends
- Researcher : Do you know that when we translate a text we have to keep meaning the same as the original source?
- Student : I Know,
- Researcher :Do you know that translating is to find the equivalent or the same meaning with the source text?
- Student : Of course I know because not every word can be translated
- Researcher :How do you translate English text into Indonesian?
- Student : I understand the text and then interpret it with the help of a dictionary
- Researcher : Do you often find it difficult to understand the translation material?
- Student : Yes, confused because there is a lot to learn

Researcher : Will you use illustration when translating words in target language with long explanations?

Student : *not*

Researcher : What should you do when the concept expressed by the source item is pronounced in the target language but in a different form? Will you paraphrase them using related word?  
sometimes

Researcher :Do you use strategy in translating a text ?

Student : No

**Student 10**

- Researcher : Do you know about translation?
- Student : Yes, I know
- Researcher : What difficulties you find when you translate from English into Indonesia?
- Student : Difficulty understanding reading or language that is rarely encountered and did not self confidence in translating
- Researcher : What did you do when you found those problems or difficulties?
- Student : Ask a friend or teacher
- Researcher : Do you know that when we translate a text we have to keep meaning the same as the original source?
- Student : Yes, I know
- Researcher : Do you know that translating is to find the equivalent or the same meaning with the source text?
- Student : Of course
- Researcher :How do you translate English text into Indonesian?
- Student : Open the dictionary
- Researcher : Do you often find it difficult to understand the translation material?
- Student : Yes,
- Researcher : Will you use illustration when translating words in target language with long explanations?
- Student : Yes,
- Researcher : What should you do when the concept expressed by the source item is pronounced in the target

language but in a different form? Will you paraphrase them using related word?

Student : Yes

Researcher : Do you use strategy in translating a text ?

Student : I don't know, I just translate the text



**Student 11**

- Researcher : Do you know about translation?
- Student : Yes, transferring the meaning of the text from one language to another in the way intended by the author of the text.
- Researcher : What difficulties you find when you translate from English into Indonesia?
- Student :Difficulty in translating looking for a suitable translation and sometimes did not have self-confidence in translating
- Researcher : What did you do when you found those problems or difficulties?
- Student : I will search google to find the answer
- Researcher : Do you know that when we translate a text we have to keep meaning the same as the original source?
- Student : I Know
- Researcher : Do you know that translating is to find the equivalent or the same meaning with the source text?
- Student : Yes, I know
- Researcher :How do you translate English text into Indonesian?
- Student : I read, try to understand, then find out the meaning that I don't understand in the dictionary
- Researcher : Do you often find it difficult to understand the translation material?
- Student :Yes,because it is difficult and a lot to learn
- Researcher : Will you use illustration when translating words in target language with long explanations?

- Student : I think no
- Researcher : What should you do when the concept expressed by the source item is pronounced in the target language but in a different form? Will you paraphrase them using related word?
- Student : No, i will use another word
- Researcher : Do you use strategy in translating a text ?
- Student : Confuse, I don't know

**Student 12**

- Researcher : Do you know about translation?
- Student : I think translation is the process a transfer between two languages or more to know the meaning of the word or sentence.
- Researcher : What difficulties you find when you translate from English into Indonesia?
- Student : When translating unfamiliar words, idiom and compose sentences (grammar mastery)
- Researcher : What did you do when you found those problems or difficulties?
- Student : Search google or ask to friends
- Researcher : Do you know that when we translate a text we have to keep meaning the same as the original source?
- Student : I Know
- Researcher : Do you know that translating is to find the equivalent or the same meaning with the source text?
- Student : Yes, I know
- Researcher :How do you translate English text into Indonesian?
- Student : Translate word by word and then compose it in the corresponding sentence
- Researcher : Do you often find it difficult to understand the translation material?
- Student :Yes, *I* difficult to understand the translation material
- Researcher : Will you use illustration when translating words in target language with long explanations?

- Student : Yes, I will translating words with long explanation
- Researcher : What should you do when the concept expressed by the source item is pronounced in the target language but in a different form? Will you paraphrase them using related word?
- Student :I Will paraphrase them using related word
- Researcher : Do you use strategy in translating a text ?
- Student : I don't know

**Student 13**

- Researcher : Do you know about translation?  
 Student : Yes, translation is express the meaning of a text into the target language, exactly what the author wants to convey.
- Researcher : What difficulties you find when you translate from English into Indonesia?  
 Student : Difficulty in translating arrange one word into a clear sentence or (Grammar mastery)
- Researcher : What did you do when you found those problems or difficulties?  
 Student : I will looking for information on the internet
- Researcher : Do you know that when we translate a text we have to keep meaning the same as the original source?  
 Student : Yes, I know
- Researcher : Do you know that translating is to find the equivalent or the same meaning with the source text?  
 Student : I know
- Researcher : How do you translate English text into Indonesian?  
 Student : first i try to read and understand the text then look up the word in the dictionary
- Researcher : Do you often find it difficult to understand the translation material?  
 Student : Yes, a lot of material to learn and confusing
- Researcher : Will you use illustration when translating words in target language with long explanations?  
 Student : no
- Researcher : What should you do when the concept expressed by the source item is pronounced in the target language but in a different form? Will you paraphrase them using related word?  
 Student : No, i will use another word
- Researcher : Do you use strategy in translating a text ?  
 Student : Confuse, I think no

**Student 14**

- Researcher : Do you know about translation?
- Student : Yes, transferring the meaning of the text from one language to another
- Researcher : What difficulties you find when you translate from English into Indonesia?
- Student : Difficulty in translating lack of understanding of vocabulary and improper sentence structure
- Researcher : What did you do when you found those problems or difficulties?
- Student : I will search google to find the answer or ask to friends
- Researcher : Do you know that when we translate a text we have to keep meaning the same as the original source?
- Student : -
- Researcher : Do you know that translating is to find the equivalent or the same meaning with the source text?
- Student : No, because while translating I only interpreted it
- Researcher : How do you translate English text into Indonesian?
- Student : look up the meaning in a dictionary and arrange it into a sentence
- Researcher : Do you often find it difficult to understand the translation material?
- Student : Yes, because I find it difficult to understand the lesson it takes many times to understand it
- Researcher : Will you use illustration when translating words in target language with long explanations?

- Student : No, because it doesn't need long explanations
- Researcher : What should you do when the concept expressed by the source item is pronounced in the target language but in a different form? Will you paraphrase them using related word?
- Student : No,
- Researcher : Do you use strategy in translating a text ?
- Student : No

**Student 15**

- Researcher : Do you know about translation?
- Student : Yes, Translate is import exchange process from BSU to BSA.
- Researcher :What difficulties you find when you translate from English into Indonesia?
- Student : lack of vocabulary so do not understand the meaning and order of the language
- Researcher : What did you do when you found those problems or difficulties?
- Student : looking for information via the internet
- Researcher : Do you know that when we translate a text we have to keep meaning the same as the original source?
- Student : yes, because it must match the source language
- Researcher :Do you know that translating is to find the equivalent or the same meaning with the source text?
- Student :Of course, because translating must be done correctly so that the target language you want to translate has a meaning that is in accordance with the source language
- Researcher :How do you translate English text into Indonesian?
- Student :look for the vocabulary you want to translate then arrange the words into a sentence
- Researcher : Do you often find it difficult to understand the translation material?



- Student : Yes, because there is a lot of material that must be studied starting from methods, technique and strategies in translating
- Researcher : Will you use illustration when translating words in target language with long explanations?
- Student : sometimes
- Researcher : What should you do when the concept expressed by the source item is pronounced in the target language but in a different form? Will you paraphrase them using related word?
- Student :No,
- Researcher : Do you use strategy in translating a text ?
- Student : Just looking for the meaning of the vocabulary without knowing the strategy

### Documentation





## **The BluePrint of Translation**

Endang Sri Dewi Astuti

### **AN ANALYSIS OF STUDENTS' STRATEGIES USED IN ENGLISH INDONESIA TRANSLATION PROCESS AMONG THE THIRD SEMESTER STUDENTS OF THE ENGLISH DEPARTMENT AT IAIN METRO**

#### **1. The Purpose of Instrument**

The purpose of this instrument is to analyze the students' Strategies used in English Indonesia Translation Text

#### **Definition of Conceptual**

##### **a. Translation**

Translation is the expression in another language (or target language) of what has been expressed in another source, language, stylistic equivalences and preserving semantic.<sup>34</sup> It means, a process transferring the message from a source language (SL) into the target (TL) without changing the idea or meaning of the source language. That an aim to look for equivalent meaning from the source text to the target text and reproducing the message.<sup>35</sup> In the process of interpretation to the other language, translation becomes an urgent component that should be mastered by one of the aspects that sometimes people to make a good communication foreign language.

Based on the definition stated above, the researcher concludes the translation is a process to transfer the message, information, and culture in source language into target language.

##### **b. Strategies**

###### 1) Strategies

Translation strategy is "a potentially conscious procedure for the solution of a problem which an individual is faced with when translating a text segment from one

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<sup>34</sup> Khalifa, "Problems in Translating English and Arabic Language Structure A Cast Study of EFL Saudi Students in Shaqra," 22.

<sup>35</sup> Nida and Taber, *The Theory and Practice of Translation*.

language to another.<sup>36</sup> The translation strategy starts from the realization of difficulties by the translator and solving the problem. Moreover, strategy is the mental and behavioral activity associated with certain stages in the whole process of language acquisition or language use.

Therefore, the translation strategy is an activity to help students in translating a text. Thus, the translation strategy is the stage that students used to understand the intent or message of the text from the source language so that it can be understood properly and correctly in the target language.

## 2) Types of Strategies in translation

According to Baker suggests there are five strategies can be used by translator in translation process.<sup>37</sup>

### a) Translation by a more general word (Superordinate)

This strategy refers to the use of the common word (superordinate) to overcome the lack of specificity in the target language to compare the source language.

### b) Translation by more neutral / less expressive word

This strategy is used if a word has no direct similarity in the target language, or the target language has no meaning of the word. This is also used when the translator feels that expressive word translation will heard impolite to the target reader.

### c) Translation by cultural substitution

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<sup>36</sup> Dagmara Płońska, "Strategies of Translation," *Psychology of Language and Communication* 18, no. 1 (May 1, 2014): 67–74.

<sup>37</sup> Baker, *In Other Words*, 23.

This strategy involves the replacement of culturally specific items or expressions with target language items that do not have the same propositional meaning but likely to have a similar impact on the target reader.

d) Translation by paraphrase using related word

This strategy tends to be used when the concept expressed by the source item is pronounced in the target language but in a different form.

e) Translation by illustration

This is a strategy in which the possibility of translating words in target language with long explanations and explain what the meaning from a word. It is also to overcome the lack of equivalence in target language.

## 2. Instrument Blueprint

Instrument of the research will use documentation and interview to collect the data. In this research, the writer will use documentation related to students' english assignment. Moreover, the writer will interview fifteen among the third semester students of the English department at IAIN Metro and English teacher to know information to find out information related to translation.

### Translation

	<b>Indicators</b>	<b>Question</b>
<b>Translation</b>	Translation is a process transferring the message from a source language (SL) into the target (TL) without changing	<b>For Students :</b> 1. Do you know about translation? 2. What difficulties you

	<p>the idea or meaning of the source language that an aim to look for equivalent meaning from the source text to the target text and reproducing the message.</p>	<p>find when you translate from English into Indonesia?</p> <ol style="list-style-type: none"> <li>3. What did you do when you found those problems or difficulties?</li> <li>4. Do you know that when we translate a text we have to keep meaning the same as the original source?</li> <li>5. Do you know that translating is to find the equivalent or the same meaning with the source text?</li> <li>6. How do you translate English text into Indonesian?</li> <li>7. Do you often find it difficult to understand the translation material?</li> </ol>
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### Strategies

	<b>Indicators</b>	<b>Question</b>
<b>Strategies</b>	<p>Strategy is the mental and behavioral activity to understand the intent or message of the text from the source language by considering more general word (Superordinate), more neutral / less expressive word, cultural substitution, paraphrase using related word, and illustration.</p>	<p><b>For Students :</b></p> <ol style="list-style-type: none"> <li>1. Can you translate well from source into target Language?</li> <li>2. Do you use the common word (superordinate) to overcome the lack of specificity in the target language to compare the source language?</li> <li>3. Do you use neutral or less expressive word if a word has no direct similarity in the target language, or the target language has no meaning of the word?</li> <li>4. What should you do when the concept expressed by the source item is pronounced in the target language but in a different form? Will you paraphrase them using related word?</li> <li>5. Will you use illustration when translating words in target language with long explanations?</li> </ol>



**Blue print of Documentation Sheet**

No	Aspect
1	Profile of IAIN Metro
2	The building condition and institute facilities in IAIN Metro
3	The quantity of students at IAIN Metro
4	Organization structure of IAIN Metro
5	Location sketch



**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

Nomor : B-1326/In.28.1/J/TL.00/06/2020  
 Lampiran :-  
 Perihal : **IZIN PRA-SURVEY**

Kepada Yth.,  
 KETUA JURUSAN TADRIS BAHASA INGGRIS IAIN METRO  
 di-  
 Tempat

*Assalamu'alaikum Wr. Wb.*

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

Nama : **ENDANG SRI DEWI ASTUTI**  
 NPM : 1701070089  
 Semester : 6 (Enam)  
 Fakultas : Tarbiyah dan Ilmu Keguruan  
 Jurusan : Pendidikan Bahasa Inggris  
 Judul : AN ANALYSIS OF STUDENTS STRATEGIES USED AND DIFFICULTIES IN ENGLISH INDONESIA TRANSLATION PROCESS AMONG ENGLISH DEPARTMENT STUDENTS FOURTH SEMESTER AT IAIN METRO

untuk melakukan *pra-survey* di JURUSAN TADRIS BAHASA INGGRIS IAIN METRO.

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

*Wassalamu'alaikum Wr. Wb.*

Metro, 17 Juni 2020  
 Ketua Jurusan  
 Tadris Bahasa Inggris  
  
 Ahmad Saibhan Roza, M.Pd.  
 NIP. 19760610 200801 1 014



**KEMENTERIAN AGAMA REPUBLIK INDONESIA**  
**INSTITUT AGAMA ISLAM NEGERI METRO**  
**FAKULTAS TARBIYAH DAN ILMU KEGURUAN**  
Jalan Ki. Hajar Dewantara Kampus 15A Iringmulyo Metro Timur Kota Metro Lampung 34111

**SURAT KETERANGAN**

Nomor : B-1224/In.28.1/J/PP.00.9/04/2021

Assalamualaikum, Wr. Wb.

Yang bertanda tangan di bawah ini :

Nama : Ahmad Subhan Roza, M.Pd  
NIP : 197506102008011014  
Jabatan : Ketua Jurusan  
Jurusan : Tadris Bahasa Inggris (TBI)

Menerangkan bahwa :

Nama : Endang Sri Dewi Astuti  
NPM : 1701070089  
Jurusan : Tadris Bahasa Inggris (TBI)  
Fakultas : Fakultas Tarbiyah dan Ilmu Keguruan  
Instansi : IAIN Metro

Mahasiswa di atas telah melaksanakan Pra-survey dengan judul "*An Analysis Of students strategies used and difficulties in English Indonesia Translation process among English department students fourth semester at IAIN Metro*" yang bertempat di jurusan Tadris Bahasa Inggris (TBI) IAIN Metro.

Demikian surat keterangan ini dibuat untuk dapat dipergunakan dengan sebagaimana mestinya.

Wassalamualaikum, Wr. Wb.

Metro, 22 april 2021  
Ketua Jurusan TBI

**Ahmad Subhan Roza, M. Pd**  
NIP. 197506102008011014



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Nomor : B-3110/In.28.1/J/TL.00/07/2021  
Lampiran : -  
Perihal : **SURAT BIMBINGAN SKRIPSI**

Kepada Yth.,  
Umi Yawisah (Pembimbing 1)  
Aisyah Sunarwan (Pembimbing 2)  
di-

Tempat  
*Assalamu'alaikum Wr. Wb.*

Dalam rangka penyelesaian Studi, mohon kiranya Bapak/Ibu bersedia untuk membimbing mahasiswa :

Nama : **ENDANG SRI DEWI ASTUTI**  
NPM : 1701070089  
Semester : 9 (Sembilan)  
Fakultas : Tarbiyah dan Ilmu Keguruan  
Jurusan : Tadris Bahasa Inggris  
Judul : **AN ANALYSIS OF STUDENTS STRATEGIES USED IN ENGLISH  
INDONESIA TRANSLATION PROCESS AMONG THE THIRD  
SEMESTER STUDENTS OF THE ENGLISH DEPARTMENT AT  
IAIN METRO**

Dengan ketentuan sebagai berikut :

1. Dosen Pembimbing membimbing mahasiswa sejak penyusunan proposal s/d penulisan skripsi dengan ketentuan sebagai berikut :
  - a. Dosen Pembimbing 1 bertugas mengarahkan judul, outline, alat pengumpul data (APD) dan memeriksa BAB I s/d IV setelah diperiksa oleh pembimbing 2;
  - b. Dosen Pembimbing 2 bertugas mengarahkan judul, outline, alat pengumpul data (APD) dan memeriksa BAB I s/d IV sebelum diperiksa oleh pembimbing 1;
2. Waktu menyelesaikan skripsi maksimal 2 (semester) semester sejak ditetapkan pembimbing skripsi dengan Keputusan Dekan Fakultas;
3. Mahasiswa wajib menggunakan pedoman penulisan karya ilmiah edisi revisi yang telah ditetapkan dengan Keputusan Dekan Fakultas;

Demikian surat ini disampaikan, atas kesediaan Bapak/Ibu diucapkan terima kasih.

*Wassalamu'alaikum Wr. Wb.*

Metro, 29 Juli 2021  
Ketua Jurusan,



**KEMENTERIAN AGAMA REPUBLIK INDONESIA  
INSTITUT AGAMA ISLAM NEGERI METRO  
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## SURAT TUGAS

Nomor: B-4193/In.28/D.1/TL.01/10/2021

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

Nama : ENDANG SRI DEWI ASTUTI  
NPM : 1701070089  
Semester : 9 (Sembilan)  
Jurusan : Tadris Bahasa Inggris

- Untuk :
1. Mengadakan observasi/survey di FAKULTAS FTIK IAIN METRO, guna mengumpulkan data (bahan-bahan) dalam rangka menyelesaikan penulisan Tugas Akhir/Skripsi mahasiswa yang bersangkutan dengan judul "AN ANALYSIS OF STUDENTS STRATEGIES USED IN ENGLISH INDONESIA TRANSLATION PROCESS AMONG THE THIRD SEMESTER STUDENTS OF THE ENGLISH DEPARTMENT AT IAIN METRO".
  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 Pada : Metro  
Tanggal : 26 Oktober 2021

Mengetahui, Pejabat  
Setempat

Andianto, M.Pd

Wakil Dekan Akademik dan Kelembagaan,



Dr. Yudiyanto S.Si., M.Si.  
NIP 19760222 200003 1 003





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INSTITUT AGAMA ISLAM NEGERI METRO  
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Nomor : B-4192/In.28/D.1/TL.00/10/2021  
Lampiran : -  
Perihal : **IZIN RESEARCH**

Kepada Yth.,  
DEKAN FAKULTAS FTIK IAIN METRO  
di-  
Tempat

*Assalamu'alaikum Wr. Wb.*

Sehubungan dengan Surat Tugas Nomor: B-4193/In.28/D.1/TL.01/10/2021, tanggal 26 Oktober 2021 atas nama saudara:

Nama : **ENDANG SRI DEWI ASTUTI**  
NPM : 1701070089  
Semester : 9 (Sembilan)  
Jurusan : Tadris Bahasa Inggris

Maka dengan ini kami sampaikan kepada saudara bahwa Mahasiswa tersebut di atas akan mengadakan research/survey di FAKULTAS FTIK IAIN METRO, dalam rangka menyelesaikan Tugas Akhir/Skripsi mahasiswa yang bersangkutan dengan judul "AN ANALYSIS OF STUDENTS STRATEGIES USED IN ENGLISH INDONESIA TRANSLATION PROCESS AMONG THE THIRD SEMESTER STUDENTS OF THE ENGLISH DEPARTMENT AT IAIN METRO".

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

*Wassalamu'alaikum Wr. Wb.*

Metro, 26 Oktober 2021  
Wakil Dekan Akademik dan  
Kelembagaan,



**Dr. Yudiyanto S.Si., M.Si.**  
NIP 19760222 200003 1 003



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

Nomor: B-5080/In.28.1/J/TL.00/12/2021

*Assalamu'alaikum Wr. Wb.*

Yang betanda tangan di bawah ini:

Nama : Andianto, M.Pd  
NIP : 19871102 201503 1 004  
Jabatan : Ketua Jurusan  
Jurusan : Tadris Bahasa Inggris (TBI)

Menerangkan bahwa:

Nama : Endang Sri Dewi Astuti  
NPM : 1701070089  
Jurusan : Tadris Bahasa Inggris (TBI)  
Fakultas : Fakultas Tarbiyah dan Ilmu Keguruan  
Instansi : IAIN Metro

Mahasiswa di atas telah melaksanakan penelitian dengan judul **"AN ANALYSIS OF STUDENTS' STRATEGIES USED IN ENGLISH INDONESIA TRANSLATION PROCESS AMONG THE THIRD SEMESTER STUDENTS OF THE ENGLISH DEPARTMENT AT IAIN METRO"** yang bertempat di jurusan Tadris Bahasa Inggris (TBI) IAIN Metro.

Demikian surat keterangan ini dibuat untuk dapat dipergunakan dengan sebagaimana mestinya.

*Wassalamualaikum Wr. Wb*

Metro, 7 Desember 2021  
Ketua Jurusan TBI



Andianto, M.Pd  
NIP.19871102 201503 1 004



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

Nama : ENDANG SRI DEWI ASTUTI  
NPM : 1701070089

Jurusan : TBI  
Semester : VIII

No	Hari/ Tanggal	Pembimbing		Materi yang dikonsultasikan	Tanda Tangan Mahasiswa
		I	II		
	Thursday 4/4 2021		✓	<ul style="list-style-type: none"> <li>- write the last where the cups are from</li> <li>- the information from practice need to be explain detailly. It include about How many students use what and how (the result)</li> <li>- it also need to explain about the kind of text give to the student also the next</li> <li>- Research Design and objective must be before</li> </ul>	

Mengetahui  
Ketua Jurusan TBI

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

Dosen Pembimbing II

**Aisyah Sunarwan, M.pd**  
NIP. 0207021301





**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

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

Nama : ENDANG SRI DEWI ASTUTI  
NPM : 1701070089

Jurusan : TBI  
Semester : VIII

No	Hari/ Tanggal	Pembimbing		Materi yang dikonsultasikan	Tanda Tangan Mahasiswa
		I	II		
	Thursday April 22, 2021		✓	<ul style="list-style-type: none"> <li>- Revise all the typo occur</li> <li>- problems need to sharpen and clarify</li> <li>- Revise the problem formulations</li> <li>- Revise all the grammar error</li> </ul>	
	Thursday April 25, 2021		✓	<ul style="list-style-type: none"> <li>- Revise the form for your research direction and purpose</li> <li>- Add kinds of translation for your theory</li> <li>- use the guideline book for writing the proposal.</li> </ul>	

Mengetahui  
Ketua Jurusan TBI

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

Dosen Pembimbing II

**Aisyah Sunarwan, M.pd**  
NIP. 0207021301



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

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

Nama : ENDANG SRI DEWI ASTUTI  
NPM : 1701070089

Jurusan : TBI  
Semester : VIII

No	Hari/ Tanggal	Pembimbing		Materi yang dikonsultasikan	Tanda Tangan Mahasiswa
		I	II		
	Monday June 8, 2021			ACC RSR Chapter 1 - III Continue consult for undergraduate thesis proposal to sponsor!	

Mengetahui  
Ketua Jurusan TBI

**Andiarto, M.Pd.**  
NIP. 198711022015031004

Dosen Pembimbing II

**Aisvah Sunarwan, M.Pd.**  
NIP. 0207021301



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

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

Nama : Endang Sri Dewi Astuti  
NPM : 1701070089

Jurusan : TBI  
Semester : VIII

No	Hari/ Tanggal	Pembimbing		Materi yang dikonsultasikan	Tanda Tangan Mahasiswa
		I	II		
1	Rabu, 9/6-21	✓		Revise what I've read (based on my notes)	
2	Kamis, 10/6-21	✓		- revision is ok - Acc for seminar	

Mengetahui  
Ketua Jurusan TBI

**Andianto, M. Pd**  
NIP/ 198711022015031004

Dosen Pembimbing I

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



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

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

Nama : ENDANG SRI DEWI ASTUTI  
NPM : 1701070089

Jurusan : TBI  
Semester : IX

No	Hari/ Tanggal	Pembimbing		Materi yang dikonsultasikan	Tanda Tangan Mahasiswa
		I	II		
	Thursday, 26/08/2021		✓	<ul style="list-style-type: none"> <li>- To conclude the theory, look for the most important one in the paragraphs</li> <li>- adding theory, only limited to understanding, what are the strategies that must be considered in translation</li> <li>- The indicator should not be too long, but it is the essence of the theory used. So, the core that is written on the indicator must include understanding, objectives, and problems in translation based on expert</li> </ul>	

Mengetahui  
Ketua Jurusan TBI

**Andianto, M.Pd.**  
NIP. 198711022015031004

Dosen Pembimbing II

**Aisyah Sunarwan, M.Pd**  
NIP. 0207021301



**KEMENTERIAN AGAMA REPUBLIK INDONESIA  
INSTITUT AGAMA ISLAM NEGERI METRO  
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**KARTU KONSULTASI BIMBINGAN PROPOSAL MAHASISWA  
FAKULTAS TARBIYAH DAN ILMU KEGURUAN  
IAIN METRO**

Nama : ENDANG SRI DEWI ASTUTI  
NPM : 1701070089

Jurusan : TBI  
Semester : IX

No	Hari/ Tanggal	Pembimbing		Materi yang dikonsultasikan	Tanda Tangan Mahasiswa
		I	II		
	Monday, 06/09/2021		✓	<ul style="list-style-type: none"> <li>- All questions must refer to indicators, so your indicators must represent what information is expected.</li> <li>- Separate which questions are for teachers and which are for students to be more focused</li> </ul>	
	Wednesday, 08/09/2021		✓	<ul style="list-style-type: none"> <li>- Revise all Question</li> <li>- Change into What difficulties do you find when you translate from English into Indonesia? Next number add "what did you do when you found those problems or difficulties?"</li> </ul>	

Mengetahui  
Ketua Jurusan TBI

**Andianto, M.Pd.**  
NIP. 198711022015031004

Dosen Pembimbing II

**Aisyah Sunarwan, M.Pd.**  
NIP. 0207021301





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IAIN METRO**

Nama : ENDANG SRI DEWI ASTUTI  
NPM : 1701070089

Jurusan : TBI  
Semester : IX

No	Hari/ Tanggal	Pembimbing		Materi yang dikonsultasikan	Tanda Tangan Mahasiswa
		I	II		
	Monday, 13/09/2021		✓	<ul style="list-style-type: none"> <li>- Change into Do you know that when we translate a text we have to keep meaning the same as the original source?</li> <li>- Change into do you know that translating is to find the equivalent or the same meaning with the source text?</li> <li>- Change into Have you ever asked your students to translate a text from English into Indonesia?</li> <li>- Change into What kind of text that you gave to the students?</li> <li>- Acc for APD and continue to collect data</li> </ul>	

Mengetahui  
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NPM : 1701070089

Jurusan : TBI  
Semester : IX

No	Hari/ Tanggal	Pembimbing		Materi yang dikonsultasikan	Tanda Tangan Mahasiswa
		I	II		
1.	Kamis 2/2/10	✓		Acc for Instrument	

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



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IAIN METRO**

Nama : ENDANG SRI DEWI ASTUT I  
NPM : 1701070089

Jurusan : TBI  
Semester : IX

No	Hari/ Tanggal	Pembimbing		Materi yang dikonsultasikan	Tanda Tangan Mahasiswa
		I	II		
	Thursday, 2/12/2021		✓	<ul style="list-style-type: none"> <li>- Revise chapter 4</li> <li>- the grammar for your research in discussion</li> <li>- clarify in the discussion, from the results of interviews and observations</li> </ul>	
	Sunday, 5/12/2021			<ul style="list-style-type: none"> <li>- revise for chapter 5 conclusion &amp; suggestion</li> <li>- simplify the conclusion</li> </ul>	
	Thursday, 9/12/2021			<ul style="list-style-type: none"> <li>- ACC and continue to the 1 sponsor</li> </ul>	

Mengetahui  
Ketua Jurusan TBI



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IAIN METRO**

Nama : ENDANG SRI DEWI ASTUTI  
NPM : 1701070089

Jurusan : TBI  
Semester : IX

No	Hari/ Tanggal	Pembimbing	Materi yang dikonsultasikan	Tanda Tangan Mahasiswa
	Thursday, 2/12/2021	✓	<ul style="list-style-type: none"> <li>- Revise the chapter 4</li> <li>- Check the grammar error for your research in discussion</li> </ul>	
	Sunday, 5/12/2021	✓	<ul style="list-style-type: none"> <li>- clarify in the discussion, from the results of interviews and observations</li> <li>- revise for chapter 5 conclusion &amp; suggestion</li> </ul>	
	Thursday, 9/12/2021	✓	<ul style="list-style-type: none"> <li>- simplify the conclusion</li> <li>- Acc for Munaqosah</li> </ul>	

Mengetahui  
Ketua Jurusan TBI



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Aisyah Sunarwan, M.Pd  
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UNIT PERPUSTAKAAN**

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**SURAT KETERANGAN BEBAS PUSTAKA  
Nomor : P-889/In.28/S/U.1/OT.01/09/2021**

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

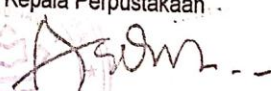
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NPM : 1701070089  
Fakultas / Jurusan : Tarbiyah dan Ilmu Keguruan/ Tadris Bahasa Inggris

Adalah anggota Perpustakaan Institut Agama Islam Negeri (IAIN) Metro Lampung Tahun Akademik 2021 / 2022 dengan nomor anggota 1701070089

Menurut data yang ada pada kami, nama tersebut di atas dinyatakan bebas administrasi Perpustakaan Institut Agama Islam Negeri (IAIN) Metro Lampung.

Demikian Surat Keterangan ini dibuat, agar dapat dipergunakan seperlunya.

Metro, 06 September 2021  
Kepala Perpustakaan .

  
Dr. As'ad, S. Ag., S. Hum., M.H.  
NIP. 19750505 200112 1 002



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

**SURAT KETERANGAN BEBAS PUSTAKA**

Yang bertanda tangan di bawah ini, Ketua Jurusan Tadris Bahasa Inggris Fakultas Tarbiyah dan Ilmu Keguruan (FTIK) Institut Agama Islam Negeri (IAIN) Metro menerangkan bahwa:

Nama : Endang Sri Dewi Astuti  
NPM : 1701070089  
Jurusan : Tadris Bahasa Inggris

Telah menyelesaikan administrasi peminjaman buku pada jurusan/Prodi Tadris Bahasa Inggris.

Demikian surat keterangan ini di buat untuk digunakan sebagaimana mestinya.

Metro, 16 Februari 2022  
Ketua Jurusan TBI

**Andianto, M.Pd**  
NIP: 1987 1102 201503 1 004

AN ANALYSIS OF STUDENTS'  
STRATEGIES USED IN ENGLISH  
INDONESIA TRANSLATION  
PROCESS AMONG THE THIRD  
SEMESTER STUDENTS OF THE  
ENGLISH DEPARTMENT AT IAIN  
METRO

by Endang Sri Dewi Astuti 1701070089

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AN UNDERGRADUATE THESIS

<sup>2</sup>  
AN ANALYSIS OF STUDENTS' STRATEGIES USED  
IN ENGLISH INDONESIA TRANSLATION PROCESS  
AMONG THE THIRD SEMESTER STUDENTS  
OF THE ENGLISH DEPARTMENT AT IAIN METRO

BY:

ENDANG SRI DEWI ASTUTI  
Student Number: 1701070089



<sup>4</sup> ENGLISH EDUCATION DEPARTMENT  
TARBIYAH AND TEACHER TRAINING FACULTY

STATE INSTITUTE FOR ISLAMIC STUDIES OF METRO  
1442 H/2021 M

*h*

## AN ANALYSIS OF STUDENTS' STRATEGIES USED IN ENGLISH INDONESIA TRANSLATION PROCESS AMONG THE THIRD SEMESTER STUDENTS OF THE ENGLISH DEPARTMENT AT IAIN METRO

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## CURRICULUM VITAE



Endang Sri Dewi Astuti was born in Panaragan Jaya, on April 23th 1998. She is the first child of married Couple Mr. Agus Hariyanto and Mrs. Yulianti. She was graduated her primary school of SD Negeri 2 Kagungan Ratu on 2004. She took her elementary school for 6 years at SD Negeri 2 Kagungan Ratu from 2004-2010. She continued her study in SMP Negeri 4 Tulang Bawang Tengah then graduated 2013. After she graduated from junior high school, she decided to continue her study in Senior high school at MA.PSA Istiqomah Islamiyah Tulang Bawang Barat, and then graduated on 2016. Then, she was registered as an S1 student of English Educational in state Institute for Islamic Studies (IAIN) of Metro on 2017-2022. Many things that she has gotten during his study at IAIN Metro and she hope to get a job soon after graduating from the Institute.