

AN UNDERGRADUATE THESIS

**AN ANALYSIS OF TRANSLATION TECHNIQUE
IN TRANSLATING TEXT AMONG THE STUDENTS OF ENGLISH
EDUCATION DEPARTMENT OF IAIN METRO**

By:

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

**STATE INSTITUTE FOR ISLAMIC STUDIES OF METRO
1444 H/2022 M**

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**AN ANALYSIS OF TRANSLATION TECHNIQUE
IN TRANSLATING TEXT AMONG THE STUDENTS OF ENGLISH
EDUCATION DEPARTMENT OF IAIN METRO**

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

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**STATE INSTITUTE FOR ISLAMIC STUDIES OF METRO
1444 H/2022 M**



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APPROVAL PAGE

Title : AN ANALYSIS OF TRANSLATION TECHNIQUE IN
TRANSLATING TEXT AMONG THE STUDENTS OF
ENGLISH EDUCATION DEPARTMENT OF IAIN


METRO

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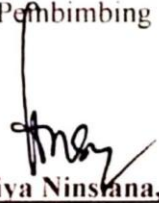
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NOTIFICATION LETTER

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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:

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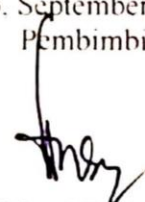
It has been agreed so it can be continued to the Faculty of Tarbiyah and Teacher Training in order to be examined in munaqosyah. Thank you very much

Wassalmu'alaikumWr. Wb

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RATIFICATION PAGE

No. B-5639/111-28-1/D/PP-00-9/12/2022

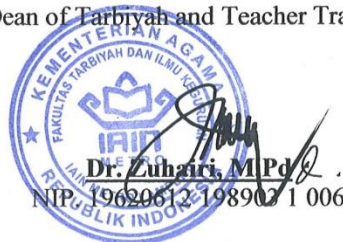
An Undergraduate thesis entitled: AN ANALYSIS OF TRANSLATION TECHNIQUE IN TRANSLATING TEXT AMONG THE STUDENTS OF ENGLISH EDUCATION DEPARTMENT OF IAIN METRO. Written by: Lenny Arby Yanti, Student Number 1801070039, English Education Department, had been examined (Munaqosyah) in Tarbiyah and Teacher Training Faculty on Monday, November 7th, 2022 at 10:00– 12:00p.m

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The Dean of Tarbiyah and Teacher Training Faculty



**AN ANALYSIS OF TRANSLATION TECHNIQUE
IN TRANSLATING TEXT AMONG THE STUDENTS OF ENGLISH
EDUCATION DEPARTMENT OF IAIN METRO**

ABSTRACT

BY:

LENNY ARBY YANTI

This study aimed to describing an analysis of translation technique in translating text from Indonesia into English among the students of English Education Department of IAIN Metro. The type of this research is qualitative research. In collecting the data, the researcher used documentation, interview and observation. The data are analyzed using theory by Lucia Molina and Hurtado Albir.

The research findings are 20 students' documents, (1) that is translation technique used by students. There are seven technique of translation used by students, such as: adaptation 5(5%), reduction 14(14%), literal 38(38%), amplification 29(29%), modulation 11(11%), linguistic amplification 1(1%), and description 2(2%). (2) the most dominant technique show up is literal translation. This is due to the percentage of literal translation is more big than other technique. That is indicated by a 38% percentage of literal translation.

The research conclusion is, translation technique must be learned and understanding by student in translating text. Because by understanding of translation technique, the students easier to translate from source language into target language.

Keyword: Analysis, Translation Technique, Translation

**ANALISIS TEKNIK PENERJEMAHAN
DALAM MENERJEMAHKAN TEKS DIKALANGAN MAHASISWA
JURUSAN PENDIDIKAN BAHASA INGGRIS
IAIN METRO**

ABSTRAK

Oleh:

LENNY ARBY YANTI

Tujuan dari penelitian ini adalah untuk menganalisis teknik penerjemahan dalam menerjemahkan teks dari bahasa Indonesia kedalam bahasa Inggris dikalangan mahasiswa jurusan pendidikan Bahasa Inggris IAIN Metro. Penelitian ini merupakan penelitian kualitatif. Dalam mengumpulkan data, peneliti menggunakan dokumentasi, wawancara dan observasi. Adapun dalam menganalisis data, peneliti menggunakan teori dari Lucia Molina dan Hurtado Albir.

Berdasarkan hasil temuan dari 20 dokumen, (1) teknik penerjemahan yang digunakan oleh mahasiswa. Terdapat tujuh teknik penerjemahan yang digunakan siswa yaitu: adaptation 5(5%), reduction 14(14%), literal 38(38%), amplification 29(29%), modulation 11(11%), linguistic amplification 1(1%), and description 2(2%). (2) teknik yang paling dominan adalah teknik penerjemahan harfiah. Hal ini disebabkan karena persentase teknik penerjemahan harfiah lebih besar dibandingkan teknik yang lainnya. Hal ini ditunjukkan dengan persentase teknik penerjemahan harfiah sebesar 38%.

Kesimpulan, teknik penerjemahan wajib di pelajari dan dipahami oleh mahasiswa dalam proses menerjemahkan teks karena dengan memahami teknik penerjemahan mahasiswa lebih mudah melakukan transfer text dari bahasa sumber ke bahasa sasaran.

Kata Kunci: Analisis, Teknik Penerjemahan, Penerjemahan

STATEMENT OF RESEARCH ORIGINALITY

The Undersigned:

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

Metro, 13 September 2022

The Researcher



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ORISINALITAS PENELITIAN

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

Metro, 13 September 2022

The Researcher



Lenny Arby Yanti

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MOTTO

الصُّعُوبَةُ لَا تَتْرُكُكَ حَتَّى تَتَعَلَّمَ مِنْهَا

Difficulties won't leave you until you learn from them.

DEDICATION PAGE

This undergraduate thesis is especially dedicated to:

1. My beloved parent (Mr. Aryono, and Mrs. Wijati) who always pray and support me in their endless love.
2. My beloved sisters and brother.
3. My sponsor (Dr. Widhiya Ninsiana, M.Hum) thanks for guiding me.
4. My best partner who always give me a support and love.
5. My beloved Almamater of *State Institute for Islamic Studies of Metro (IAIN Metro)*.

ACKNOWLEDGEMENT

I am very thankful to Allah SWT, who always gives the researcher blessing to complete this undergraduate thesis entitled “AN ANALYSIS OF TRANSLATION TECHNIQUE IN TRANSLATING TEXT AMONG THE STUDENTS OF ENGLISH EDUCATION DEPARTMENT OF IAIN METRO”. Shalawat and salam given to our prophet Muhammad SAW, the lord of Muslims in the world, who has guided from the darkness to the brightness.

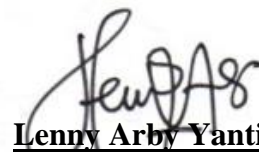
Furthermore, this research could not be successful without support, guidance, advice, help, and encouragement. Regarding to the undergraduate thesis, the researcher off big thank for:

1. Dr. Hj. Siti Nurjanah, M.Ag.,PIA, as the Head of IAIN Metro.
2. Dr. Zuhairi, M.Pd, as the Leader of institution of the Tarbiyah and Teacher Training Faculty of IAIN Metro.
3. Andianto, M.Pd as the Chief of English Education Department of IAIN Metro
4. Dr. Widhiya Ninsiana, M.Hum, as the sponsor who has provided valuable knowledge and support in finishing this undergraduate thesis.

As a human being, the researcher realizes that this undergraduate thesis still has weakness. The researcher does apologize for all mistakes she has made. The researcher hopes this undergraduate thesis can be beneficial for all the reader

Metro, 23 September 2022

The researcher



Lenny Arby Yanti

Std. Number 1801070039

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CHAPTER I

INTRODUCTION

This chapter deals with background of study, research question, objective and benefit of study, and prior research.

A. Background of Study

Nowadays, language is one of the main points that usually used in daily activity. English is the best choices for anyone to improve their communication skills. In certain countries, someone use English as a second language. English is the official language for business communications in most country today. No one can deny the effect of globalization on culture and business. It has truly changed the way we communicate with people all over the world. There are four skills that must be understood for the people in the world to dominate a language, especially about English language such as writing, reading, listening and speaking. Furthermore, to learning in English it doesn't mean without understanding the meaning. The process of understanding the meaning is more likely in translation.

In this modern era, translation is one of the important activities to support human communication. This is due to differences in the language of a region or country. Therefore, the existence of translation can help us to be able to communicate with people who have different languages.

As we already know, translation is generally explained as a process carried out by someone to translate a text from one language to another. As explained by Newmark which states that translation is an activity to convey the meaning of a text from the source language into the target language

without changing the meaning that the author wants to convey in the text.¹ In addition, Catford also explains in his book entitled *A Linguistic Theory of Translation* that translation is a process of transferring text from one language (source language) with its equivalent into another language or target language.² Therefore, it can simply be said that translation is the mechanism by which the meaning of a text in one language is transferred or replaced by a text in another language without changing the meaning. Translation activities are referred to by different expressions but basically these words have the same meaning such as rendering, transfer, replace, replacement and turned into, and all of them rely on meaning as the key word. Meaning of the source language text that must be transferred and look for the closest possible equivalent in the target language text, both in terms of semantics, syntax, stylistics and pragmatics according to the purpose of translation and the orientation of the translation.

In the translation process there are several methods and techniques that can be done by the translator in order to get good translation results. In general, the method is a way or procedure that must be taken by someone to achieve certain goals. While the technique is a system or method used in doing something.

Newmark states that there are two methods in translation, namely: (1) a method that emphasizes more on the source language, namely the translator will try to recreate the contextual meaning of the source language appropriately which includes, word for word translation, literal translation,

¹ Peter Newmark, *A Text Book of Translation* (New York: Prentice-Hall International).1988

² J.C .Catford, *A Linguistic Theory of Translation* (Oxford: University Press, 1965), 20.

faithful translation, and semantic translation. And (2) a method that emphasizes more on the target language, namely the translator tries to produce an impact that is relatively the same as that expected by the original author on the readers of the translated version, which includes adaptation, free translation, idiomatic translation and communicative translation.³ There are many procedures that can be done in translating a text, as well as in this study. As explain by Molina and Albir, there are some technique in translation namely adaptation, amplification, calque, borrowing, compensation, substitution, transposition, variation, description, discursive creation, established equivalence, generalization, linguistic amplification, linguistic compression, literal translation, modulation, particularization and reduction.⁴

In addition, there are also several problems that the author faces in doing translation, such as literary, social and cultural problems as well as linguistic problems. In line with Hoed's explanation, there are several obstacles that must be considered by a translator when translating a text, namely (1) the difference in the external structure of the source language text and the target language text. (2) Cultural differences in the language, (3) the level of understanding of the text regarding the context by translators with different interpretations, (4) the existence of certain and or even new terms that have no equivalent in the target language.⁵

³ Newmark, *A Text Book of Translation*.p.45

⁴ Lucia Molina and Hurtado Albir, "Translation Technique Revisited: A Dynamic and Functional Approach," *Spain, Barcelona: University Autonomia de Barcelona Meta*,XLVII,4 (2002).

⁵ Hoed, *Teori Dan Masalah Penerjemahan: Sebuah Pengantar Ringkas* (Jakarta: ProDC, 2006).

Like other universities in Indonesia, teaching of translation is also held at English Education Department in IAIN Metro. In IAIN Metro, translation is one of the obligatory subjects that must be fulfilled by the students in English Education Department. Translation subject in English Education Department is divided into two levels. First, in the third semester, the students learn English-Indonesia translation and the second, Indonesia into English in the fourth semester.

Regarding the problem above, the researcher focuses on the analyzing translation technique at the students' translation from Indonesian into English text at the fourth semester of IAIN Metro. The writer has conducted pre-survey on Thursday, 26th May 2022. A brief description of student translation result is illustrated in below:

Data (1) Students' Translation Result

SL : *Silahkan bapak isi saja formulirnya, biar saya yang mengurus selanjutnya.*

TL : *Please just fill in the form, and let me do further.*

In the data above, the student use reduction as a technique to translated from Indonesia into English. In this case, the students reduce the noun '*Bapak*' in target language. So, the word '*Bapak*' is no longer appears and not translated. If the utterance in source language translated literary, it will be '*Please Sir just fill in the form, and let me do further*'.

In the pre-survey process, the researcher also conducted an interview with the students of English Education Department IAIN Metro. Based on the interview with the students, it can be concluded that analyzing translation

technique is the subject that difficult to study. Based on the result of these interview, the researcher know the difficulties that faced by students include there are differences in the structure of the source language text and the target language text and there are a new terms that hasn't been understood by students of English education department. Besides that, another obstacle is caused by the Covid-19 pandemic which requires students not to study offline but there is an allocation of time to study online. In this limitation, students have difficulty in understanding the types of translation technique in translating text.

Translation is doing activity which is involving the two-different language, culture and different form, so they often find a wrong perception about this contrasting form. In additional, translation has so many methods and techniques and procedures that need to be applied when they are going to do the translation activity.

Based on the preliminary problem that describe above, the researcher will analyze the type of translation technique in translating text among the students of English Education Department State Institute for Islamic Studies of Metro. Therefore, the researcher conducted a study entitled "An Analysis of Translation Technique among the Students of English Education Department IAIN Metro."

B. Problem Limitation

In this case, the researcher focuses on the analysis of translation technique in translating Indonesia-English text among the students of English Education Department IAIN Metro.

C. Research Question

In this analysis the researcher formulates the problem of the background study above, namely:

1. What is the type of translation technique that used by students of English Education Department in translating Indonesia-English text?
2. What is the most dominant type of translation technique used by students of English Education Department in translating Indonesia-English text?

D. Objectives and Benefits of the Study

1. Objectives of the study

Based on the research question above, the purpose of this research was:

- a. To investigate the type of translation technique that used by students of English Education Department in translating Indonesia-English text.
- b. To analyze type of translation technique that the most dominant used by students of English Education Department in translating Indonesia-English text.

2. Benefits of the study

a. For the Student

As the actual phenomena that provides students' better in understanding about the types of translation technique in translating Indonesia-English text.

b. For the Lecturer

This research was also expected the lectures solving problems related to translation process especially about analyzing translation technique.

c. For the Researcher

Hopefully, this research can be useful to gain knowledge in the field of translation, especially in the translation technique that can be used to translate an Indonesia-English text. The researcher also expected that this research can be the reference for other researcher who will do further research and giving more knowledge about translation technique.

E. Prior Research

There have been many studies that discuss about translation, but each has its own characteristics related to the topic. Both from the process of translation, translation techniques, obstacles that are passed and so on. This research was conducted by considering some previous study. The first prior research was conducted by Dhyaningrum in 2016.⁶ The researcher conducted research on the analysis of translation techniques and the quality of the results of a translation containing satirical expressions in the novel "*The 100-Year-old man who Climbed out of the Window and Disappeared*". In his research, Dhyaningrum found several translation techniques that are generally used by translators, including common equivalence techniques, linguistic compression, borrowing, transposition and amplification.

⁶ Ambhita Dyaningrum et al, "*Analisis Teknik Penerjemahan Dan Kualitas Terjemahan Kalimat Yang Mengandung Ungkapan Satire Dalam Novel The 100-YEAR-OLD MAN WHO CLIMBED OUT OF THE WINDOW AND DISSAPEARED*" (Surakarta, Universitas Sebelas Maret, 2016).

The second prior research was done by Tira Nur Fitria (2015), the researcher conducted his research in the Doraemon film entitled *Stand by Me*.⁷ Fitria uses the theory proposed by Molina and Albir to analyze the translation technique used to analyze the film. There are 11 translation techniques used, including: adaptation, borrowing, calque, amplification, discursive creation, compensation, common equivalent, literal translation, modulation, transposition and reduction. And the most dominant technique used in analyzing the film is common equivalence.

The third prior research was done by Waldi Amaranda Maha in 2019. He described about Translation Technique in the Movie Script *The Boss Baby*. Waldi uses the theory proposed by Molina and Albir to analyze the translation technique in the movie script of *The Boss Baby*. In his research, Waldi uses 9 of the 18 translation techniques proposed by Molina and Albir, they are: Literal translation, borrowing, established equivalent, generalization, adaptation, linguistic compression, amplification, discursive creation and calque.⁸

Based on the prior research above, the researcher finds the similarity and the differences with this research. The similarity of this research with previous research lies in analyzing translation techniques. This research and previous research also use the translation techniques proposed by Molina and Albir, they are: adaptation, amplification, calque, borrowing, compensation, substitution, transposition, variation, description, discursive creation, common

⁷ Fitria Tira Nur, "Translation Technique of English to Indonesian Subtitle in Doraemon 'STAND BY ME' Movie" (Surakarta, 2015).

⁸ Waldi Amaranda Maha, "Translation Techniques in the Movie Script the Boss Baby" (Medan, Universitas Muhammadiyah Sumatera Utara, 2019).

equivalent, generalization, linguistic amplification, linguistic compression, literal translation, modulation, particularization and reduction.

Besides that, the difference between this study and previous research is that in the first study by Dhyaningrum in 2016 she analyzed a novel entitled “The 100-year-old man who climbed out of the window and disappeared”. Then in the second study, the researcher analyzed the translation technique in the Doraemon film entitled “Stand by Me”. In the third prior research is discussed about Translation Technique in the Movie Script “The Boss Baby”. And in this research, the researchers focus on analyzing of translation technique in the result of students’ translation from Indonesia into English text among the students of English Education Department of IAIN Metro.

CHAPTER II

THEORETICAL REVIEW

A. The Concept of Translation

This part discusses about the definition of translation by some expert. According to Newmark translation is a skill that consists of trying to replace a written message or statement in one language by replacing the same message or statement in another language. In this regard, Newmark distinguishes between written and indirect translations.⁹ While in his book entitled *A Textbook of Translation*, Newmark argues that what is meant by translation is the activity of conveying the meaning of a text from the source language into the target language without changing the meaning the author wants to convey in the text.¹⁰

Furthermore, Bendana and Melby states that translation is the operation which consist in rendering a written source text to a written target text that retains the essentials of information, form, functionality and tone abiding by agreed on specification.¹¹ So, the main thought of those statements of translation is a written communication which is produced from source text or source language into target text or target language.

In contrast to David Crystal, he describes translation as a neutral term used for all kinds of tasks where the meaning of an expression in the source language is transformed into the meaning of another language expression

⁹ Petter Newmark, “*The Theory and the Craft of Translation*” Dalam Valerie Kinsela, Ed., *Language Teaching and Linguistics: Surveys* (Cambridge: Cambridge University Press, 1978), 83; *A Text Book of Translation*, 7.

¹⁰ Petter Newmark, *A Text Book of Translation* (New York: Prentice-Hall International, 1988.).

¹¹ Bendana, L. and Melby, A. *Everything You Ever Wanted to Know about Translation* (Canada: Multi-Language Corporation, 2012), 13.

(TL), whether the medium is spoken, written or sign. Meanwhile, according to Nida and Taber, translating a source language into the target language and found the closest natural equivalence in terms of meaning and style of the source language.¹² It means, translation is the process of transferring the message from one language (Source Language) to another (Target Language) based on the meaning and the style.

Then, Larson states that translation is a study about lexicon, grammatical structure, communication situation and cultural context of the source language. It means that to determine the meaning, then reconstructing this same meaning by using lexicon and grammatical structure based on receptor language and cultural context.¹³

In addition, Wills has a more representative opinion regarding translation.¹⁴ He says that “Translation is a series of formulation process transposing a source language text into target language which is as closely equivalent to the former as possible; these processes suppose a syntactic, semantic and pragmatic comprehension the content of the text.” In this statement it is expressly stated that the equivalent intended in the translation is the equivalent from the syntactic, semantic and pragmatic point of view.

Based on the expert's explanation above, the researchers concluded that translation is a process carried out by someone to translate a text from one language to another. The translator should find out the equivalent both of

¹² Langgeng Budianto and Aan E. Fardhani, “A Practical Guide for Translation Skill” (Malang, UIN Maliki Press, 2010), 1.

¹³ Mildred L. Larson, *Meaning-Based Translation: A Guide to Cross-Language Equivalence* (New York: University Press of America, 1998), 3.

¹⁴ Pinchuck Isadore, *Scientific and Technical Translation* (London: Andre Deutsh, 1977), 190.

source language or target language. In translating the text the translator must also be able to convey the meaning contained in a text without changing it. Therefore, the meaning of the target language should be suitable with the source language based on the culture. However, in translating the text we have to pay an attention to the grammatical structure of the text.

B. Kinds of Translation

There are some kinds of translation that have their own characteristics. Some kinds of translation are made because of different kinds of text that will be translated and different purpose of translation. Roman Jakobson in *Hatim and Munday* divides kinds of translation into three types¹⁵, there are:

a. Intralingual translation

Translation is doing with the same language, which can involve rewording or paraphrase.

b. Interlingual translation

Translation is to rewrite the mean or message of the source language to the target language by the translator.

c. Intersemiotic translation

Intersemiotic translation or transmutation is scope of translation that interpreted a text in different form or system (verbal sign by non verbal sign), for instance music or image.

Communication is a really important part in human lives. People transfer their idea through languages. In understanding the different languages people need to transfer the source language into target language

¹⁵ Jeremy Munday, *The Routledge Companion to Translation Studies Revised Edition* (New York: Routledge, 2009).p.5.

which they understand well. That is called translation. Translation is the expression in another language or target language of what has been expressed in another, source language, preserving semantic equivalences.

Nowadays, translation has been used as a method to obtain information and knowledge from texts which are not written in the original language of that concrete society, or to communicate with other civilizations.¹⁶ Transferring meaning doesn't only change the shape of ST into TT because the main purpose of translation is to provide equivalent text without reducing or omitting the main idea or the substance of ST. The main reason is that language and society have always been connected with translation, being dependent one from the other. The translation of literary fiction demands much more than knowledge of two or more languages. An ability to convert words literally, from one language to another is the most basic skill required by any translator, but those who translate literary fiction require something beyond this-something much more creative, involving an instinctive understanding of the way that words and phrases can work together to best effect, in order to reveal both the story and the subtle nuances that create its context and apparent intent.

Good translators, particularly in languages that are popular with readers at any given time, are highly sought after. In many cases, the same translators are used on consecutive projects, and given first refusal of new translations. The successful translation must meet with the following requirements:

¹⁶ H.D, Brown, *Principle of Language Learning and Teaching*, 5th ed. (New York: Pearson Education, Inc, 2007).

- a. Accuracy and attention to detail
- b. Knowledge of the legal systems, both of the source and target language
- c. Familiarity with the relevant terminology
- d. Confidentiality

C. Process of Translation

Translation process is a procedure which consists of some steps in a practice of translating. Nida divided the process of translation in three stages, they are:¹⁷

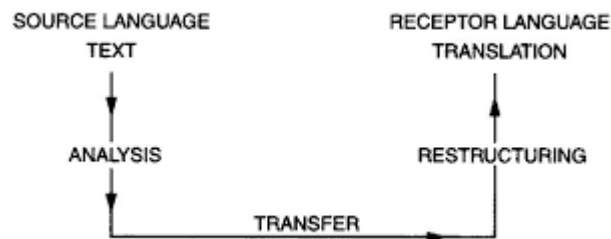


Figure 2.1 The Process of Translation

- a. Analysis

The translator has to analyze the kind of the text before translating the source language. Moreover, a text that will be translated should be comprehended by translator or ask another people who is considered more skillful and knowledgeable to help in that subject. For instance, when the translator found medical issue in the translated text and they have no clue to the medical terms, as a result translator will be confused and create disorganized translation. It's become a reason, why an understanding of a

¹⁷ Eugene A.Nida and Charles R. Taber, *The Theory and Practice of Translation* (E. Brill Leiden: The Netherlands, 1969),p.33

text is becoming essential part of translating, all above can be obtained by analysis.

b. Transfer

After the translator analyzed the kind of text, the next stage is transfer. Transfer is not an easy work, because each language has a different meaning and concept. Therefore, the closest equivalent words, phrase, clause and sentence from source language to target language should be founded by the translator.

c. Restructuring

In this stage of modification, when the message has been transferred by the translator with equivalent words, translator needs to adjust the sentences to be better one, separate them from the terms of source language with no odd meaning. From the explanation above, it can be inferred that the translator should have knowledge and skill about source language and target language. So, the translator can achieve the equivalent meaning from source language to target language.

D. Types of Translation Technique

Translation techniques have been confused by different terms namely translation strategy and translation method. Translation strategy are the procedures that used by the translators to tackle any problems that appear when they are translating something. The part of translation process does not affect to the translation result while translation strategies affect to the translation result or the product. Besides that, translation method refers to how a certain translation process is conducted in relation to the translators'

objective. The translation methods affect to the translation techniques. Translation methods are dissimilar to translation techniques. Therefore, methods, strategies and techniques they are occupying different places in problem solving. Strategies and methods are the part of the process,¹⁸ yet techniques affect of the result.

Technique of the translation can be defined as a system or method used in doing something. Translation techniques have 5 basic characteristics, namely:¹⁹ (1) they affect the result of translation. (2) They are classified by the comparison with the original. (3) They affect micro-units of text. (4) They are by nature discursive and contextual, and (5) they are functional.

In this research, the researchers try to find out what translation techniques commonly found in translating the text among the students of English Education Department of IAIN Metro. In this case, the researchers use the translation technique by Molina and Albir, they are:²⁰

1. Adaptation

Adaptation is one of the techniques in translation that replaces cultural elements in the source language with the same thing in the target language culture. In this type of translation technique the translator has to create or make a new situation that can be considered as being equivalent both in source language and target language. For Instance:

SL : *Seputih Kapas.*

TL : *As white as snow.*

¹⁸ Molina and Albir, "Translation Technique Revisited: A Dynamic and Functional Approach," 507-508.

¹⁹ Ibid.,p.509.

2. Amplification

Amplification or also known as addition technique is a translation technique that makes explicit or paraphrases information that is implicit in the source language. It is the same with addition or gain and it can also be called grammatical expansion for clarity of meaning. For instance:

SL : *Terdapat banyak warga negara Indonesia yang tinggal di New York.*

TL : *There are many Indonesian live in New York.*

The word *Warga negara Indonesia* translated into *Indonesian* to make the message obvious without changing its meaning.

3. Borrowing

Borrowing is a translation technique where the translator borrows words or expressions from the source language. It can be copied, reproduces, translated or changed in target language exactly as in source language. Borrowing can be pure (pure borrowing) or borrowing that has been naturalized (naturalized borrowing). For example:

Pure borrowing

TL : *Harddisk*

SL : *Harddisk*

Naturalized borrowing

SL : *Komputer*

TL : *Computer*

4. Calque

Calque is one of the types of translation. It is a translation technique by transferring words or phrases from the source language literally into the target language which can be lexical or structural. For instance:

SL : *Sekretaris jendral*

TL : *Secretariat general*

5. Compensation

Compensation is a technique that introduces source language (SL) element of information or stylistic effect in another place in the target language (TL) because it cannot be reflected in the same place as in the source language. For instance:

SL : *Tikar*

TL : *Sleeping mat*

6. Discursive Creation

Discursive creation is a technique of using a temporary equivalent that is out of context or unpredictable. In other words, this translation technique seeks to determine or create a temporary equivalent that is completely out of context which cannot be predicted. This technique is often used in the translating of the title of movie or book to indicate equivalence that can only be valid in a certain context. For instance:

SL : *9 Pembawa Cincin*

TL : *The Fellowship of the Ring*

7. Description

Description is a technique that replaces the term with a description of its form or function. This translation technique is carried out because in the target language there are no terms used in the source language. For instance:

SL : *Nasi Tumpeng*

TL : *Boiled rice, designed in the shape of cone*

8. Established Equivalence

It is the technique that use term or expression which is recognized (in dictionary or language in use and everyday use) as an equivalent in the target language. It is used to refer to cases where language describe the same **situation** by different stylistic or structural. For instance:

SL : *Mereka seperti pinang dibelah dua.*

TL : *There are as like as two peas.*

9. Generalization

Generalization is one of the techniques that translate the term for a more general one. It is also the using of more general or neutral term. It happens because there is no expression that has the same meaning in target language. So, the translators translate it to be more general. For instance:

SL : *Dia sedikit demi sedikit kehilangan kesabarannya.*

TL : *She was letting her temper go by inches.*

10. Linguistic Amplification

Linguistic amplification is a translation technique that adds linguistic elements so that the translation becomes longer. This translation technique is usually widely used in translating and dubbing. For instance:

SL : *Semuanya terserah anda sendiri!*

TL : *Everything is up to you!*

11. Linguistic Compression

In this translation technique, the translator should be able to synthesize existing linguistic elements to be simpler because they can be understood. For instance:

SL : *Ngantuk?*

TL : *Are you sleepy?*

12. Literal Translation

Literal translation is a technique that translates a word or an expression in word for word. The source language is translated literally, and focuses on the form and structure, without any addition or reduction into target language. For instance:

SL : *Surat elektronik*

TL : *Electronic mail*

13. Modulation

Modulation is kinds of translation technique which change the point of view, focus or cognitive category in relation to the source language. It allows in expressing the same phenomenon in a different way. For instance:

SL : *Kamu akan menjadi seorang ayah*

TL : *You are going to have a child.*

14. Particularization

Particularization technique is also known as the technique of using more specific and concrete terms, but not in its general form. This technique is the opposite of the generalization technique. This translation technique tries to translate a term by looking for a more specific or specific equivalent. For instance:

SL : *Mobil*

TL : *Vehicle*

15. Reduction

Reduction or commonly known as omission is a technique that reduces certain elements of the source language. In other words, information that is explicit in the source language text is made implicit in the target language text. For instance:

SL : *Perjanjian itu dinyatakan tidak berlaku.*

TL : *The treaty was proclaimed nul and avoid.*

16. Substitution

Substitution or linguistics, paralinguistic is one of the techniques that are in translation that try to replace linguistic elements with paralinguistic (intonation or gesture) or vice versa. For instance:

SL : *(Meletakkan tangan didepan dada)*

TL : *Thank you.*

17. Transposition

Transposition is a technique that changes a grammatical category in relation to the source language. This technique same with shift (Newmark) that try to change in category, structure, the word class or part of speech.²¹ For instance:

SL : *Kaca mata*

TL : *Glasses*

18. Variation

Variation is a technique of replacing linguistic or paralinguistic elements (intonation, gesture) that affects aspects of linguistic diversity, such as changing styles, social dialects and geographic dialects. This technique is commonly applied in translating drama scripts. For instance:

SL : *Gue benci lo!*

TL : *I hate you!*

Instead of use *Saya membenci anda!*. *Gue* and *lo* here have the same meaning with *saya* and *anda*.

E. The Concept of Text

Text is the main written or printed part of a book and the written form of speech, or an article and any form of written material. A piece of text is created when words are put together to communicate a meaning. According to Hartman and Hartman the text is used to express an opinion or experience in

²¹ Petter Newmark, *A Textbook of Translation* (New York: Prentice-Hall International, 1988), 85.

writing. When we analyze it, we analyze the product of this process and the term 'text' is usually taken as referring to the product.²²

Then, Carter and McCarthy states that text is a stretch language, either in speech or writing, which is semantically and pragmatically coherent in its real-world context, and text can from just one word to a sequence of utterances or sentences in a speech, a letter, a novel, and so on.²³ Besides that, Shen states that the text is produced and interpreted between two people in certain context because human being uses language to communicate with others. Furthermore, a text is determined by genre (and other semiotic system which are parts of the context of culture) and register (the meanings associated with the context of situation-field, tenor and mode).

Moreover, Mark and Kathy Anderson states that, text are pieces of spoken or written language created for a particular purpose.²⁴ The particular purpose is text types. Text types are classes of text which share certain structural and functional elements and have developed conventionalized patterns with a high level of the usage. Based on the explanation above, it can be conclude that the text is a product of a particular context and context of the situation that may in oral written form that has given meaning by the researcher.

²² Hartman, D.K and Hartman, J.A, *Reading across Texts: Expanding the Role of the Reader. The Reading Teacher*, 47 (3), 202-211.

²³ Carter, R and McCarty, M, *Cambridge Grammar of English* (New York: Cambridge University Press, 2006).

²⁴ Anderson, Mark and Kathy Anderson, *Text Types in English* (Australia: Millan Education Australia PTY LTD, 1998).

CHAPTER III

RESEARCH METHOD

A. Types and Characteristics of Research

According to James and Kimberly, a systematic process of active inquiry and discovery through collecting, analyzing, and inferring from data so that we can understand given phenomenon which we are interested is called research.²⁵ In general, there are three types of doing research are qualitative research, quantitative research, and action research. The type of this research was a qualitative research in the form of field qualitative. It was also depend on the purpose of this research. The purpose of this research has correlation with the background of the study. It was about the translation technique that commonly found in translating Indonesia-English text among the students of English Education Department of IAIN Metro.

Qualitative research is the type of research that focused on social phenomena and used verbal descriptions of settings, situations and participants. The approach is a number of different methods: ethnography, observation, case study, interviews and historical studies.²⁶ In this case, the qualitative research can be defined as a procedure that focuses on social phenomena and it will produced a descriptive data such as participants' opinion about something. Meanwhile, Creswell state that qualitative research is for exploring and understanding the meaning of individual or a group that

²⁵ James B. Schreiber & Kimberly Asner-Self, *Educational Research* (United States of American: Joy O'Collegan, 2011), 2.

²⁶ Donal Ary et al, *Introduction to Research in Education*, eight edition (Canada: Wadsworth Cengage Learning, 2010), 39.

considered to social or human problem.²⁷ It means that qualitative research in the type of research that try to investigate and understand the problem of human or social by individual or groups.

The characteristic in this research focuses on the descriptive qualitative research. The researcher took a survey that it can be used to describe phenomena and summarize. The aim of using survey for descriptive research is getting a good step of certain things. Descriptive qualitative analysis involves describing the common underlying characteristics of data. Descriptive qualitative research is useful because it can provide important information regarding the average member of a group.²⁸

As can be seen from the explanation above, it can be conclude that the qualitative research was a study that focused to produce a descriptive data. Qualitative research is one of the types of doing research that try to investigate and understand the problem of human or social by individual or group.

Therefore, the researcher decides using qualitative approach to investigate and to analyze translation technique that used by students in translating Indonesia-English text. The researcher had been conducted at the students of English Education Department IAIN Metro.

B. Data Resources

Data source of the research is gotten by documentation, interview and observation. It means that the researcher gets the data from purposive sample

²⁷ John W Creswell, *Research Design: Qualitative, Quantitative and Mixed Methods Approach*, 3rd Ed (New Dehi: Sage Publications, 2003), 4.

²⁸ Geoffrey Marczyk et al, *Essentials of Research Design and Methodology* (USA: John Wiley & Sons, Inc., 2005.), 16.

as the participants. In this research, the researcher divides the sources of the data into two items. They are primary sources and secondary sources.

1. Primary Sources

A primary source is the data resource that directly will be acquired by data collector. They present information in original form, neither interpreted nor condensed nor evaluated by other writer's. They are testimony or give the direct evidence concerning a topic under consideration. This primary source of this research is document, such as students' documents; there are the results of translation from Indonesia to English that done by students' of English Education Department of IAIN Metro.

2. Secondary Sources

Secondary source offers interpretation or analysis based on primary sources. They may explain primary sources and often uses them to support a specific thesis or argument or to persuade the reader to accept a certain point of view. The secondary source in this research is the results of interviews with students and lectures, and some of the books that supported to be secondary resource of this research.

C. Data Collecting Technique

In conducting this research, it is extremely important to formulate the relevant technique of collecting the data. Data collection technique is the way to get a data and used in this research. Creswell stated that in many qualitative studies, inquires collect multiple forms of the data and send a considerable

time in the natural setting gathering the information.²⁹ The researcher organized some of the design of gathering the data through several techniques as follow:

1. Documentation

Qualitative research may use written documents or either artifacts to gain an understanding of the phenomenon under the study. The researcher uses documentation technique to collect the data in this research. Documents can be valuable source of information in qualitative research. Creswell cited that documents represent public and private documents. Public document provide in the form of minute from meeting, official report. Besides that, private document is a document that more personal, such as diaries, letter and e-mails.³⁰

Accordingly, the secondary data needed are documented as a data resource in the form of documentation. Documentation is a research instrument that has fewer advantages than the other instrument. The data were natural and easy to gained. Documentation in this research is the results of students' translation and the documentation that related to this study that support this research such as books, articles, journals and some relevant documents. Furthermore, in this research the researcher also documented the important data such as history of IAIN Metro structure organization, total of the lectures and students, staff administration, and sketch location of IAIN Metro.

²⁹ John W Creswell, *Research Design ; Qualitative, Quantitative and mixed Methods Approach*, (London ; Sage Publication, 2003), p. 185

³⁰ Ibid, p. 181

2. Interview

Interview is a purposeful dialogue. The aim of the interview is to gain ongoing something about people, occurrence, activity, organization, feeling, motivation, etc. Interview occurs when the researcher ask one or more participants general, open-ended question and record their answers.³¹ In other word, it means that by interviewing the participants can best voice of their experiences unconstrained by any perspective of the researcher or past research findings. Interview provides useful information when the researcher cannot directly observe participants and the researcher permits participants to describe the detailed of personal information. The researcher was interview twenty students of English Education department of IAIN Metro and interview translation lecturer.

3. Observation

A basic method for obtaining the data in qualitative research and its more than just “hanging out” is called observation.³² An observation is a systematic data collection approach that relies on the capacity of a researcher to collect the data through his or her senses. In other words, observation is an activity or method of carefully observing something or someone to collect data or prove the validity of a report.

In this research, the researcher observed the student of English Education Department of IAIN Metro. The researcher analyzes the translation technique in translating text among the student of English Education Department. When the student finished in analyzing the

³¹ Ibid, p.217

³² Donald Ary et al, *Introduction to Research in Education, Eighth Edition* (Canada: Wadsworth, Cengage Learning, 2010), 431.

translation technique, the researcher took a photo. After that, the researcher analyzed related to the translation technique that student used to translate a text.

Referring to Creswell's statement, the researcher applies face-to-face interview with participants.³³ In interview the researcher conducted face-to-face interview with the six or eight students of English Education Department of IAIN Metro. Therefore, in this research the researcher used interview as the data collecting technique to get the information from the students.

4. Data Analysis Technique

Analyzing the data is the important part of this research. It's because of the result becomes a conclusion from all of the research. Analysis of the data means studying about the tabulated material in order to determine character facts or meanings. It involves breaking down existing complex factors into simple parts and putting the parts together in a new arrangement for the purpose of interpretation.

There are so many techniques that can be used in the data analysis technique. One of them is the model by Miles and Huberman. In this research, the researcher would apply the Miles and Huberman model to analyze the data. The components of this model are pictured by this figure:

³³ Ibid, p.188

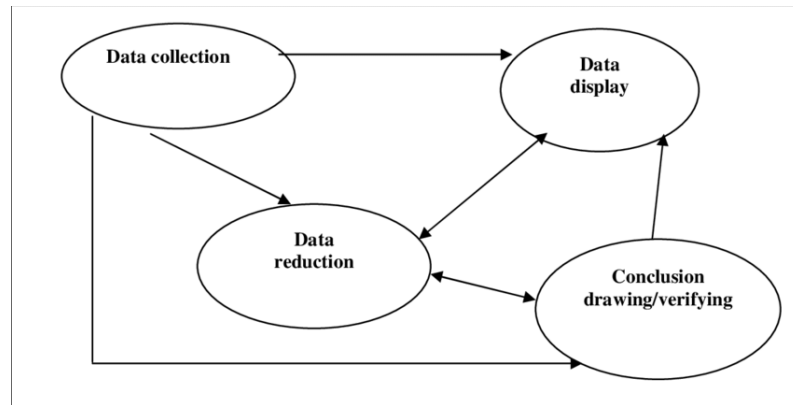


Figure 3.1 Data Analysis Technique by Miles and Huberman

Data analysis by Miles and Huberman model conducts the following steps:³⁴

1. Data Collection

The first step of data analysis technique by Miles and Huberman is data collection. Data collection is the step when the researchers gather all the data which are used to complete the research. In the process of collecting data, the researcher collected the data in the form of evidence of the using the types of translation technique in translating text among the students of English Education Department of IAIN Metro.

2. Data Reduction

Data reduction refers to the process of selecting, focusing, simplifying, abstracting, and transforming the data that appear in written-up filed notes or transcription. In this step, the data had gotten by summarizing and choosing specific things.

3. To Display the Data

Generically, a display is an organized, compressed, assembly of information that permits conclusion drawing and action. In the display of

³⁴ Michael Huberman M. and Miles, *Data Management and Analysis Methods*, In N. K. Denzin and Y.S Lincoln (Eds.): Thousand Oaks, CA: Sage, 1994), p. 429

the data, the researcher usually uses graphics, figures, or charts. The display should be able to describe the content entire the data.

4. Conclusion and Data Findings

The researcher verifies her research by making conclusion of data findings. So that, it can be conclude that the analysis of the data has some functions in analyze research data that include in; making the meaningful raw data, to test null hypothesis, to get the significant results, to describe inference or to make generalization, and to calculate parameters.

5. Research Approach

The researcher used a qualitative research. The characteristic of this research was descriptive qualitative. The researcher applied step by step procedures. In addition, the researcher analyzed the translation technique that used by the students of English Education Department of State Institute for Islamic Studies (IAIN) of Metro.

CHAPTER IV

RESEARCH RESULT AND DISCUSSION

A. Research Result

1. The Description of Research Location

a. The Historical Background of IAIN Metro

IAIN Metro is located in Metro city, Lampung province. It is the only State Institute for Islamic Studies in this city. As an Islamic Institute which is one of favorite universities, IAIN Metro has vision and mission. Its vision is to create a qualified and competitive Islamic Institution. Then, to accomplish the vision, it composes some missions, namely: developing three pillars of university (education, research and development, and service society), developing and spreading technology in Islamic culture, and creating academic people who are smart, competent and have good moral.³⁵

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

IAIN Metro was built on April 23 to 25, 1997 based on the decree of president RI No. 11, 1997 on March 21, 1997. The established of IAIN cannot be separated from the history of IAIN

³⁵ Taken from <http://metrouniv.ac.id> accessed on August 2nd, 2022

Raden Intan Bandar Lampung which was begun from the effort of elite and religion figures from Lampung Islamic Welfare Foundation (YKIL). In the discussion of YKIL, it was deal to accomplish two faculties, Education faculty and Islamic law faculty, which were domiciled in Tanjung Karang.

Referring to the decision of Indonesia President No. 27.1963, in order to accomplish Al-Jami'ah YKIL should at least have three faculties. Therefore, YKIL opened Ushuludin faculty that was domiciled in Tanjung Karang. And the last, it realized the dream of Lampung society to find IAIN Al-Jami'ah based on the Minister of Religious Affair Decree No. 187/68 which was named "State Islamic Institute Raden Intan Tanjung Karang". Of the year 1993, IAIN Raden Intan Tanjung Karang was changed to IAIN Raden Intan Bandar Lampung.

Similarly, in 1967, the education and Islamic law faculty were established in metro city based on the request of metro society. Correspondingly, based on the handbill of Director General of Bimas Islam No. E.III/OT.00/AZ/1804/1996, the payment of institutional faculties IAIN outside the central institute should be changed to State Islamic College (STAIN). Then, based on the decree of president RI No. 11, 1997, STAIN was legalized. And finally, in 1st August 2016 changed to be State Institute for Islamic Studies (IAIN) and was legalized. That was the history of establishment of STAIN Jurai Siwo Metro.

Now, IAIN Metro has four faculties namely Tarbiya FACULTY, Economy Business Faculty, Syari'ah Faculty and Teacher Training Faculty covers Islamic Education Study program (PAI), Arabic Education Study program (PBA), English Education Department Study program (TBI), Islamic Elementary School Education Study program (PGMI), Islamic Childhood Education Study program (PIAUD), Mathematic Education Study program (TPM), Biology Education Study program (TPB), Social Science Education Study program (IPS). In addition, Syari'ah faculty includes Islamic Law Department (AS), Islamic Economy Law (Hesy), and Islamic Constitutional Law (HTNI). Furthermore, Islamic Economy and Business faculty comprise D3 syari'ah banking (D3 PBS), bachelor's degree of syari'ah banking (S1 PBS), Islamic economy study program (Esy), Islamic accountant (AKS), and pilgrimage management (MHU). At the same time, Islamic announcement and communication faculty covers Islamic communication and broadcasting program (KPI), language and Arabic literature (BSA), and Islamic extension guidance (BPI).

b. Organization Structure of IAIN Metro

The organization structure of IAIN Metro in academic year 2022/2023, as follows:

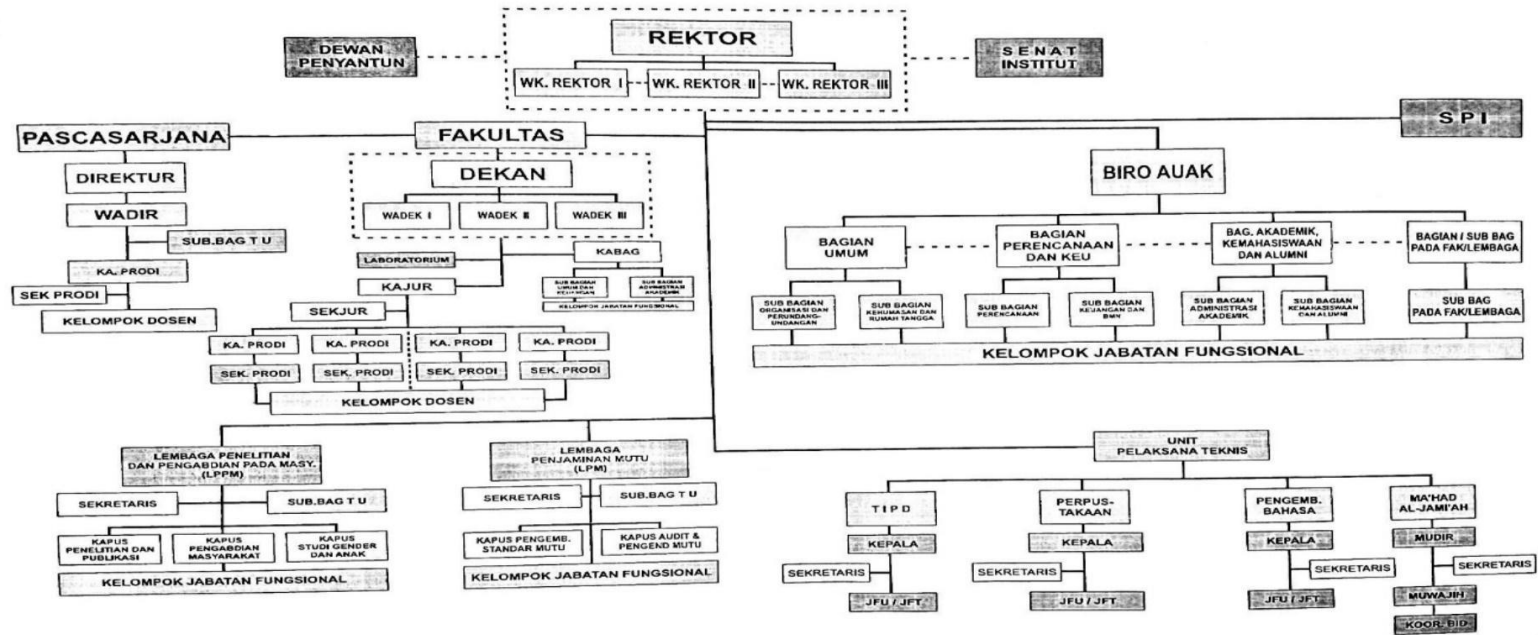


Figure 4.1: The Organization Structure of IAIN Metro

Explanation:**Principals of IAIN Metro**

1. Dr. Siti Nurjanah, M,Ag. PIA (Rector of IAIN Metro)
2. Prof. Dr. Ida Umami, M.Pd.Kons (Vice Rector I)
3. Dr. Dri Santoso, M.H (Vice Rector II)
4. Dr. Mahrus Asad, M.Ag (Vice Rector III)

Tarbiyah and Teacher Training Faculty

1. Dr. Zuhairi, M.Pd (Dean)
2. Dra. Isti Fatonah, MA (Vice Dean I)
3. Sudirin, M.Pd (Vice Dean II)
4. Drs. Kuryani, M.Pd (Vice Dean III)
5. Muhammad Ali, M.Pd.I (Head of PAI)
6. Novita Rahmi, M.Pd (Head of PBA)
7. Andianto, M.Pd (Head of TBI)
8. H. Nindia Y, M.Pd (Head of PGMI)
9. Edo Dwi Cahyo, M.Pd (Head of PIAUD)
10. Endah Wulantina, M.Pd (Head of T-MTK)
11. Nasrul Hakim, M.Pd (Head of T-Biologi)
12. TB. Ali Rochman P, M.Pd (Head of T-IPS)

c. The Facilities of IAIN Metro

There are facilities at IAIN Metro in order to support the lectures and students in conducting the learning process, as follows:

Table 4.1
Facilities in IAIN Metro

No	Facilities	Total of Room	Large (M ²)
1	Lecture'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	650
14	Auditorium	1	-
15	Students Activities Unit	1	-
16	Students Committee Office	1	-

Source: Documentation of State Institute for Islamic Studies (IAIN) of Metro

d. The Location Sketch of IAIN Metro

IAIN 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:

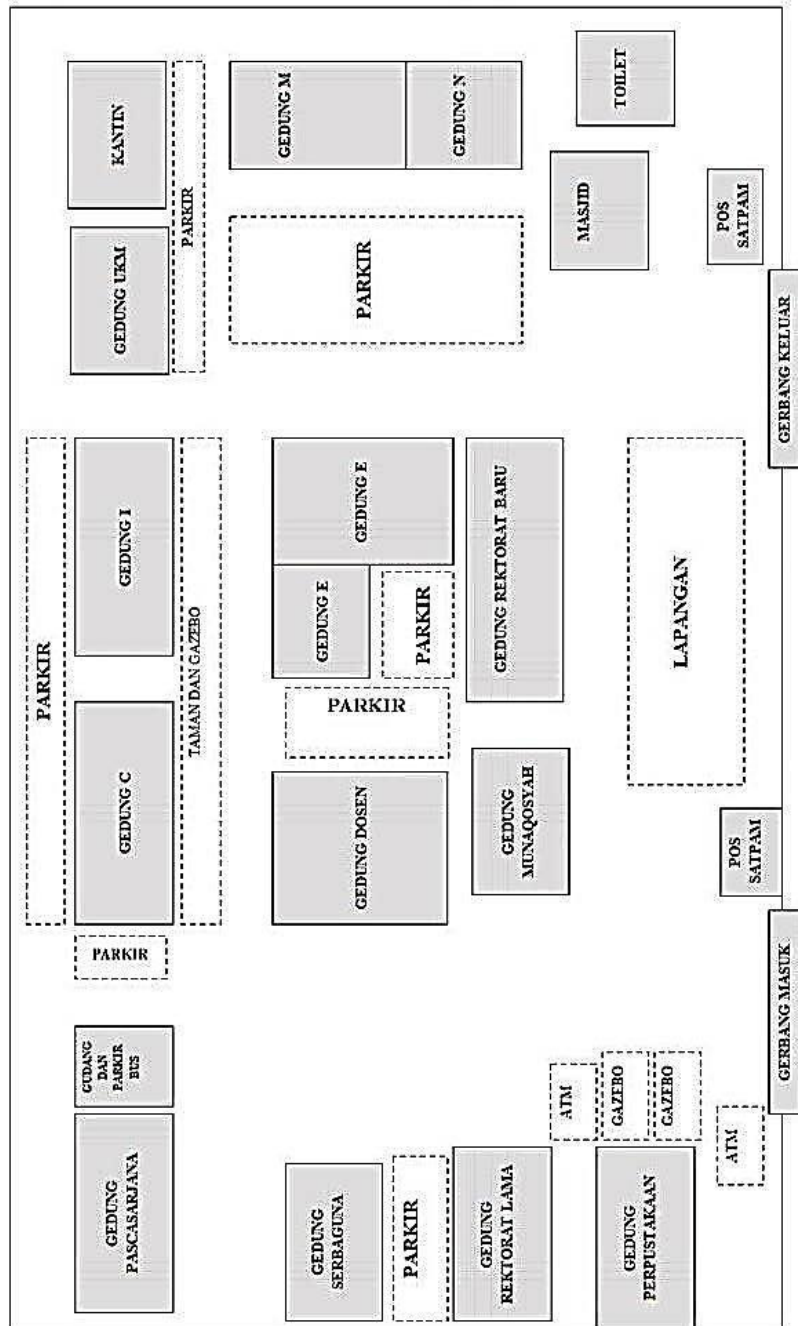


Figure 4.2: Location Sketch of IAIN Metro Campus 1

The Location Sketch of IAIN Metro 2

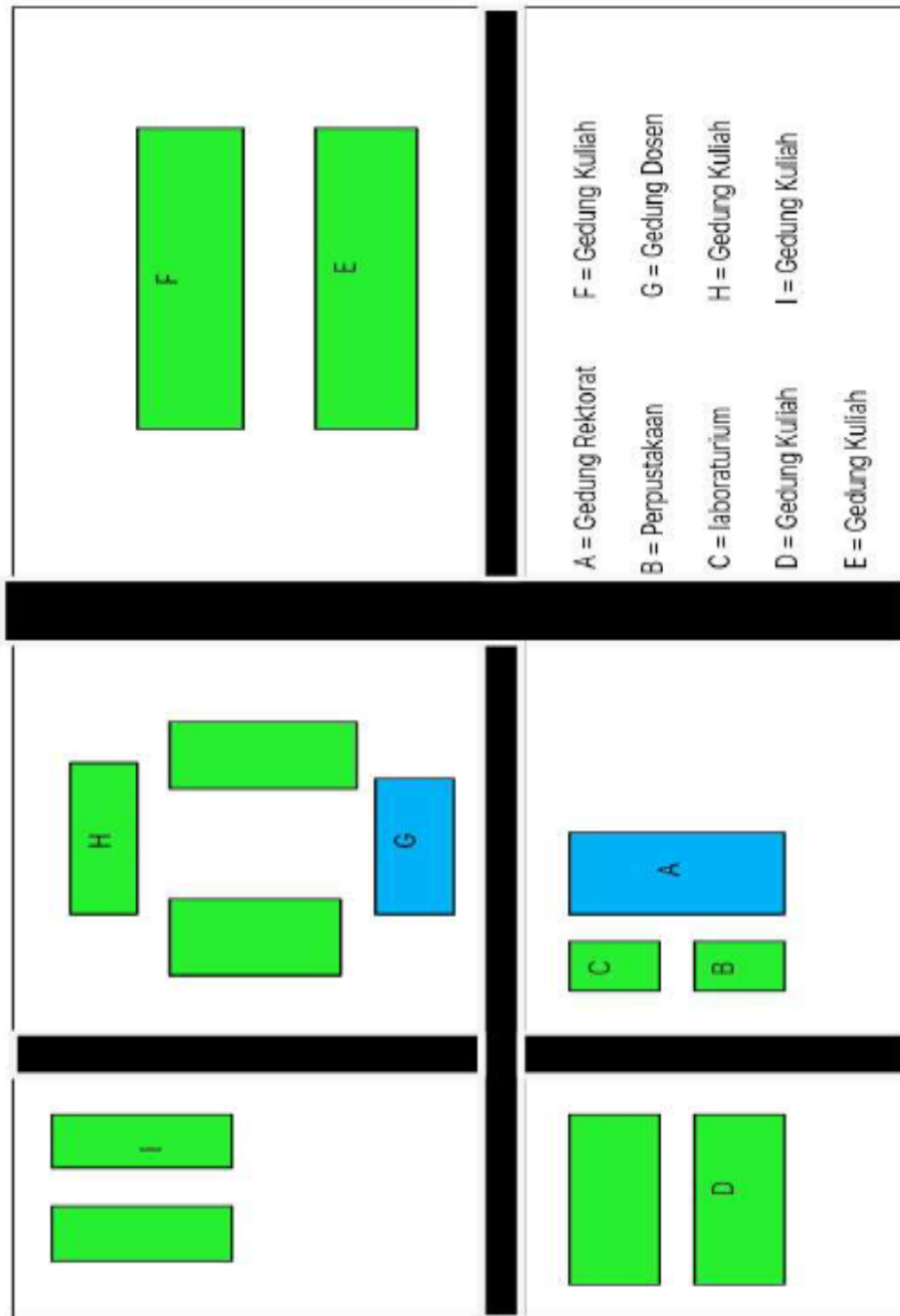


Figure 4.3: Location Sketch of IAIN Metro Campus 2

e. The Students of IAIN Metro

The total of the students in IAIN Metro is 7658 students. For getting the details of the students, it can be shown in the table below:

Table 4.2

Total of Students in IAIN Metro

No.	Departments	Program	Students
1.	Tarbiyah and Teacher Training Faculty	Islamic Education	1161
		English Education	611
		Arabic Education	186
		Islamic Elementary School Education (PGMI)	518
		Biology Education	249
		Science Social	261
		Islamic Childhood Education (PIAUD)	186
2.	Islamic Business Economic Faculty	S1 Syari'ah Banking	673
		Islamic Accountant (AKS)	366
		Islamic Economy	1187
		Pilgrimage	148
3.	Syari'ah Department	Islamic Law Program	318
		Islamic Economy Law	357
		Islamic Constitutional Law (HTNI)	204
4.	Islamic	Islamic Communication and	349

	Announcement and Communication	Broadcasting Program (KPI)	
		Language and Arabic Literature Program (BSA)	70
		Islamic Extension Guidance (BPI)	111

f. English Education Department (TBI)

English Education program is one of strata 1 (S1) majors of Tarbiyah and Teacher Training Faculty in IAIN Metro which has established in 2007. Historically, S1 TBI IAIN Metro came from diploma 3 (D3) English Education that was opened in 2002. The legal and operational license of TBI based on the explanation letter of Islamic education general director No. Dj.I/220.C/2007 in Jakarta. On May 28th, 2007. According the implementation license of study program from general director, TBI is located in State Institute for Islamic Studies of Metro in Jl. Ki Hajar Dewantara 15 A Metro city.

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

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

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

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

g. Library of IAIN Metro

The library was established in IAIN Metro as an effort to support the dynamic of academic. Gradual development continues to maximize the role of the library as one of the source of information and knowledge and to achieve institutional objectives as expected.

Vision:

- The realization of the library as an information center based on socio-eco-techno-preneurship.

Mission:

- a. Providing information resource that supports the implementation of Tri Dharma Perguruan Tinggi.

- b. Developing an information technology-based library for the creation of a productive and innovative academic culture.
- c. Developing a partnership program with strategic partners oriented to socio-eco-techno-preneurship.

Library of IAIN Metro located in campus 2. It has 2 sections. The first section that located in second floor is for various books of different types. All the students can come to do their assignment or just to read the books here. The second section located in the third floor. Here is where the undergraduate thesis was collected. Usually the students who come here the old students who are writing an undergraduate thesis to find the additional references.

2. Description of Research Data

The description of the study refers to the result of the analysis the purpose of the research which including to find out the translation techniques used by students in translating Indonesia into English text and to find out the most dominant techniques used by students of English education department of IAIN Metro in translating text from Indonesia into English. Descriptions the results of this study are given out in the following results:

1) Translation technique that used by students' in translating Indonesia-English text.

In conducting this research, the researcher analyzed the students' translation technique in the fourth semester of the English Education Department of IAIN Metro. The researcher use three

steps to get the data, they are: observation, interview and documentation. The first step was the researcher collected the primary data that was students' translation result from Indonesia into English. The second data got by doing interview to the students of IAIN Metro especially with the fourth semester students of English Education Department. The results of such analysis of translation technique in Indonesia-English text among the students of English Education Department are set out in the following results:

a. Adaptation

Adaptation is a shift in cultural environment to express the message by using a different situation or a technique to replace a source text cultural element with one from the target culture.

The illustration of those translation results as followed:

Data (1)

SL : *Dengar, ini waktunya kita singkirkan perbedaan kita.*

TL : *Look, it's time we put our differences aside.*

The data above is the result of student's translation from Indonesia into English that found in document 1, document 2, document 3, document 4, document 6, document 7 and document 8. While in the document 5, document 9, and

document 10 found that they used literal translation as a technique to translate text from Indonesia into English.

In the data (1) above the word '*dengar*' is used to direct someone's or something or in a specified direction. The exclamation '*dengar*' change into '*look*' based on the cultural of target language. Adaptation is to replace source language cultural element with one from the target language. In the data (1) the student's use the adaptation techniques when translated the word "*Dengar*" into "*Look*" because it happens based on the cultural from the TL itself and replace the SL.

b. Reduction

Reduction is a technique that reduces certain element of the source language (SL). It is also called elimination, omission or subtraction which suppressing a source language information in the target language.

The illustration of those translation results as followed:

Data (1)

SL : *Silahkan bapak isi saja formulirnya, biar saya yang mengurus selanjutnya.*

TL : *Please just fill in the form, and let me do further.*

The data above is the result of the student's translation from Indonesia into English that found in document 1, document 2, document 3, document 5, document 6, document 7 and document 10. While the document 4, document 8, and

document 9 used literal translations as a technique to translate text from Indonesia into English.

In the data (1) eight students' of English Education Department use reduction technique. The students reduce the noun '*Bapak*' in target language. If the utterance in source language translated literary, it will be '*Please Sir just fill in the form, and let me do further*'.

c. Literal Translation

One of the technique that used by students' in translating Indonesia-English text is Literal translation. Literal translation is a technique that translates a word or an expression in word for word. The source language is translated literally, and focuses on the form and structure, without any addition or reduction into target language.

The illustration of those translation results as followed:

Data (1)

SL : *Bukankah mobil itu sudah dicat beberapa kali?*

TL : *Hasn't the car been painted many times?*

The data above is the result of the student's translation from Indonesia into English that found in documents 1, document 2, document 3, document 4, document 6, document 8 and document 9. While document 5, document 7 and document 10 use modulations as a technique to translate text from Indonesia into English.

Data (2)

SL : *Kamu bisa bermain bola bersama kami hari ini.*

TL : *You can play ball with us today.*

Data (3)

SL : *Sekarang, mari lihat jika kau dapat mendengar.*

TL : *Now, let's see if you can listen.*

The data above is the result of the student's translation from Indonesia into English that found in document 1, document 2, document 3, document 4, document 5, document 6, document 7, and document 10.

From the data (1), (2) and (3) it can be seen that the students use literal translation as a technique. Literal translation means to translate a word or an expression word for word. In the three of data, the translator focuses on source language (SL) that has same form and structure to target language (TL).

You + Can + Play + Ball + with us today S aux. V O Comp.

Then, if it is separated word for word, it will be (You : kamu, can : bisa, play : bermain, ball : bola, with : bersama, us : kita, today : hari ini).

d. Amplification

Amplification or addition is a technique that conveyed details that are not formulated or stated in source language. it can be either information or paraphrasing

explicitly. It is same with addition or gain. It also called grammatical expansion for clarity of meaning.

The illustration of those translation results as followed:

Data (1)

SL : *Ada-ada saja, masa pakai jas pasangannya sepatu olah raga.*

TL : *How strange that person is, wearing formal coat with casual shoes.*

The results of students' translation from Indonesia into English that found in document 1, document 3, document 4, document 5, document 6, document 7 and document 10. While document 2 use reductions as a technique to translate text, then in the document 8 and document 9 uses literal as a translation technique.

In this case, the students added linguistic element in the target language (TL). It makes a better translation, because there is detail information in the target language itself, so that the sentence can be easy to understand by the readers.

Data (2)

SL: *Pikirkan dulu masak-masak, lalu tentukan pilihanmu.*

TL: *Think over and over again, then decide your choice*

Data (1) is the results of students' translation from Indonesia into English that found in document 1, document 2,

document 3, document 4, document 6, document 7 and document 10.

In the data above, the translator translated with added some word to make the results of translation more clearly and understanding, it makes the translator use the techniques of amplification in translating the sentences.

e. Borrowing

Borrowing is type of translation which takes a word or expression straight from another language. It can be pure without any change to use the English word or it can be naturalized to fit the spelling rules in the target language with changing.

The illustration of those translation results as followed:

Data (1)

SL : *Mereka bilang bahwa aku memiliki imajinasi yang berlebihan.*

TL : *They say that I had an overactive imagination.*

Data (1) is the results of students' translation from Indonesia into English that found in document 1, document 2, document 4, document 5, document 6, document 7, document 8, and document 10. While the document 3 and document 9 uses literal as a technique to translate text from Indonesia into English.

In the data (1), the word “*imajinasi*” is still familiar in target language. In this case the students use borrowing as a technique, especially naturalized borrowing. Naturalized borrowing is used when expressions are borrowed by naturalizing them. The student’s uses naturalized borrowing technique to translate “*imajinasi*” into “*imagination*”. The students only changed the spelling of those words into English spelling which more simple and suitable for the readers.

Data (2)

SL : *Apakah dia tau karate?*

TL : *Does he know karate?*

In the data (2) the word “*Karate*” is the martial art when fighting, is not translate into ‘*self defense*’ but is translated into karate. It’s including in a category of pure borrowing because, pure borrowing is used when expressions are taken from source language directly without any changes.

2) The Most Dominant Translation Technique used by Students

In collecting the data related to the most dominant types of translation technique used by students, the researcher used the table to analyze the data of students’ translation result. The overall explanation of the result of this research is illustrated in the following table:

Table 4.3
Translation Technique used by Students' in translating text from
Indonesia into English

No.	Technique	Frequently
1.	Adaptation	5
2.	Reduction	14
3.	Amplification	29
4.	Literal Translation	38
5.	Linguistic Amplification	1
6.	Modulation	11
7.	Description	2
Total		100

Percentage of student's translation Formula:

$$P = \frac{F}{N} \times 100$$

Where: P: Percentage of translation that used by students

F: Frequency of translation technique that used by students

N: Total of translation results

By applying this formula, if we substitute the total of each technique, we will get:

The total of translation results: 100

$$\begin{aligned} \text{Adaptation} &= \frac{5}{100} \times 100\% \\ &= 5\% \end{aligned}$$

$$\begin{aligned} \text{Reduction} &= \frac{14}{100} \times 100\% \\ &= 14\% \end{aligned}$$

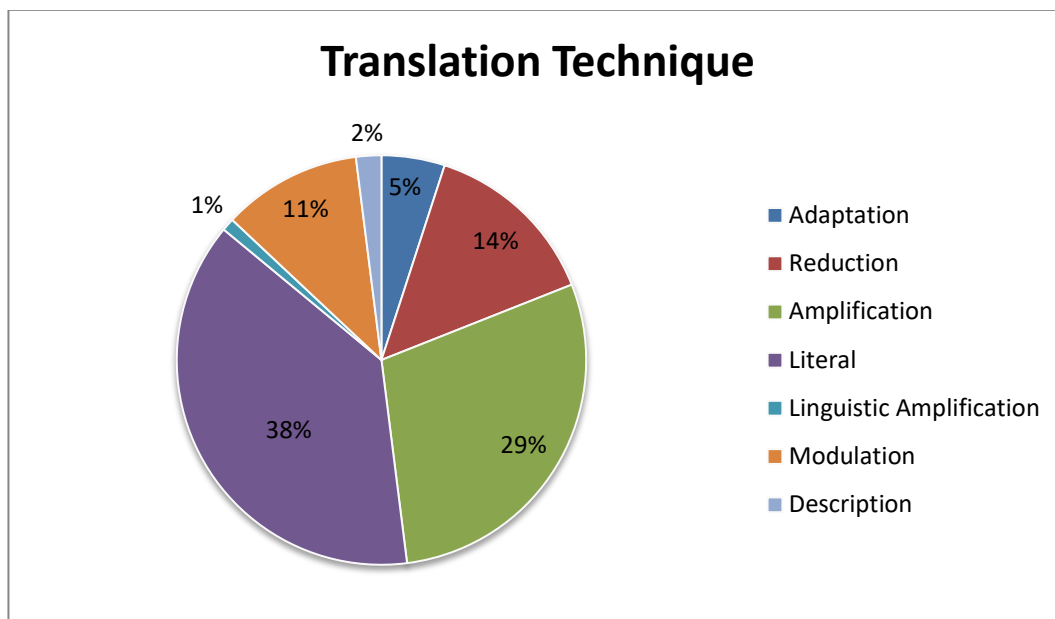
$$\begin{aligned} \text{Amplification} &= \frac{29}{100} \times 100\% \end{aligned}$$

	= 29%
Literal Translation	= $\frac{38}{100} \times 100\%$
	= 38%
Linguistic Amplification	= $\frac{1}{100} \times 100\%$
	= 1%
Modulation	= $\frac{11}{100} \times 100\%$
	= 11%
Description	= $\frac{2}{100} \times 100\%$
	= 2%

Based on the result of data analysis above, it could be seen the technique that used by students in translating text from Indonesia into English. It can be concluded that the result of this research are dominated by Literal translation as a translation technique. This is due to the percentage of the literal translation is more big than the other technique. That is indicated by a 38% percentage of literal in translation technique that used by students in translating text. While for the adaptation only 5%, reduction 14%, amplification 29%, linguistic amplification 1%, modulation 11% and description 2%.

B. Discussion

Based on the result of this research, the researcher concluded that the technique used by students of English Education Department is dominated by literal translation technique (38%). It can be seen from the chart below:



*Chart 4.1 The most dominant technique that used by students of English
Education Department*

Based on the data percentage above show that the percentage of each techniques as follows: (1) Adaptation 5 times and represent 5%, (2) Reduction 14 times and represent 14%, (3) Literal 38 times and represent 38%, (4) Linguistic Amplification 1 times and represent 1%, (5) Modulation 11 times and represent 11%, (6) Description 2 times and represent 2% and (7) Amplification 29 times and represent 29%.

1. Translation technique that used by students' in translating Indonesia-English text.

In analyzing translation technique in the student's of English Education Department of IAIN Metro, the researcher is based on observation instruments. Analysis of translation technique was done by students' translation results from Indonesia into English.

Based on the result of observation from the research process, the researcher had found data collected from 20 students who each of them

finished 5 translation phenomena, so the researcher analyzed total 100 data. From all the data researcher found the translation technique that used by students in translating text from Indonesia into English are Adaptation, Reduction, Literal, Amplification, Modulation, Linguistic Amplification and Description.

2. The Most Dominant Translation Technique used by Students'

The most dominant technique of translation that done by student's of English Education Department of IAIN Metro is borrowing technique. This is due to the percentage of the literal translation is more big than the other technique. That is indicated by a 38% percentage of literal in translation technique that used by students in translating text. While for the adaptation only 5%, reduction 14%, amplification 29%, linguistic amplification 1%, modulation 11% and description 2%.

CHAPTER V

CONCLUSION AND SUGGESTION

A. Conclusion

In this chapter, the researcher briefly concludes the research provides the research results. The first one is the translation technique and the second is the most dominant technique of translation that used by students of English Education Department of IAIN Metro in translating text from Indonesia into English.

According to analysis of the data research before, the researcher had found the data collected from 20 students documents they are 100 data. From the data, there were seven technique of translation, namely: (1) adaptation 5(5%), (2) reduction 14(14%), (3) literal 38(38%), (4) amplification 29(29%), (5) modulation 11(11%), (6) linguistic amplification 1(1%), and (7) description 2(2%).

The last research result is about the most dominant technique of the students translation such as 38% percentage of literal in translation technique that used by students in translating text. While for the adaptation only 5%, reduction 14%, amplification 29%, linguistic amplification 1%, modulation 11% and description 2%.

B. Suggestion

In this research, the researcher admired to suggestively offer some point for:

1. For the students

The students have to good comprehension in translation especially in understanding about the types of translation technique. So, they can smartly analyze translation technique in translating text from Indonesia into English. And the students should improve their understanding about what are the types of translation technique. So that the students of English Education Department of IAIN Metro can determine the right technique when translating text especially in translate from Indonesia into English.

2. For the Lecturer

The lecturer must be able to guide so that the objectives in the teaching and learning process can be achieved properly. The lecturer also need to use interesting teaching techniques and involve themselves in discussion activities by providing guidance, asking students' difficulties, monitoring their activities or checking their understanding related to analyzing translation technique.

3. For other researcher

For the other researcher, this research suggested to further develop into other forms of research and make this research as one of basic phenomena to be followed up into better research.

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APPENDICES

The guide interview for students

1. What do you think about translation?

Answer:

2. Is it difficult?

Answer:

3. Did you ever learn about translation technique?

Answer:

4. What do you think about translation technique?

Answer:

5. Do you know types of translation technique?

Answer:

6. Do you have difficulties in understanding about translation technique? Why?

Answer:

7. What technique that you used to translate “Apakah dia tahu karate?”

Answer:

The guide interview for lecturer

1. Do you explain deeply about translation technique or just general?

Answer:

2. Should students understand about translation technique?

Answer:

3. What are the student's difficulties in understanding about technique of translation?

Answer:

Research Instruments : Table of Analysis Students Translation

No.	Initial Name	Source Language	Target Language	Technique
1.	ASD	1) Silakan <u>bapak</u> isi saja formulirnya, biar saya yang mengurus selanjutnya.	1) Please just fill in the form, and let me do further.	<i>Reduction</i>
		2) Mengapa jarang dating sekarang, bukankah kamu sudah tidak terlalu sibuk?	2) Why do you rarely come, haven't you been not busy now	<i>Linguistic Amplification</i>
		3) <u>Ada-ada saja</u> orang itu, masa pakai jas pasangannya sepatu olahraga	3) How <u>strange</u> that person is, wearing formal coat with casual shoes	<i>Amplification</i>
		4) Bukankah mobil itu sudahdicat beberapa kali?	4) Hasn't the car been painted many times?	<i>Literal Translation</i>
		5) Pikirkan dulu <u>masak-masak</u> , baru tentukan pilihanmu!	6) Think <u>over and over</u> again, then decide you choice!	<i>Adaptation</i>
2.	RA	1) Silakan <u>bapak</u> isi saja formulirnya, biar saya yang mengurus selanjutnya	1) Please just fill in the form, I'll take care of it next	<i>Reduction</i>
		2) Mengapa jarang datang sekarang, bukankah kamu sudah tidak terlalu sibuk?	2) Why rarely come now, aren't you already not too busy?	<i>Literal Translation</i>
		3) <u>Ada-ada saja orang itu</u> , masa pakai jas pasangannya sepatu olahraga	3) <u>It's just that person</u> , the time to wear a suit	<i>Reduction</i>

			with a pair of sports shoes	
		4) Bukankah mobil itu sudah dicat beberapa kali?	4) Hasn't the car been painted several times?	<i>Literal Translation</i>
		5) Pikirkan dulu <i>masak-masak</i> , baru tentukan pilihanmu!	5) Think <i>carefully</i> , then make your choice!	<i>Adaptation</i>
3.	ZWP	1) Silakan <i>bapak</i> isi saja formulirnya, biar saya yang mengurus selanjutnya!	1) Please just fill in the form, and let me do further!	<i>Reduction</i>
		2) Mengapa jarang datang sekarang, bukankah kamu sudah tidak terlalu sibuk?	2) Why do you rarely come, haven't you been not so busy now?	<i>Literal Translation</i>
		3) Ada-ada saja orang itu, masa pakai has pasangannya sepatu olah raga.	3) How strange that person is, wearing formal coat with casual shoes.	<i>Amplification</i>
		4) Bukankah mobil itu sudah dicat beberapa kali?	4) Hasn't the car been painted many times?	<i>Literal Translation</i>
		5) Pikirkan dulu <i>masak-masak</i> , baru tentukan pilihanmu!	5) Think <i>over and over again/ maturely</i> , then decide your choice!	<i>Amplification</i>
4.	MD	1) Silakan bapak isi saja formulirnya, biar saya yang mengurus selanjutnya!	1) Please Sir just fill in the form, and let me do further!	<i>Literal Translation</i>
		2) Mengapa jarang datang sekarang, bukankah kamu sudah tidak terlalu sibuk?	2) Why do you rarely come, haven't you been not so busy now?	<i>Literal Translation</i>

		3) <i>Ada-ada saja</i> orang itu, masa pakai has pasangannya sepatu olah raga.	3) <i>How strange</i> that person is, wearing formal coat with casual shoes	<i>Amplification</i>
		4) Bukankah mobil itu sudah dicat beberapa kali?	4) Hasn't the car been painted many times?	<i>Literal Translation</i>
		5) Pikirkan dulu <i>masak-masak</i> , baru tentukan pilihanmu!	6) Think <i>over and over again/ maturely</i> , then decide your choice!	<i>Amplification</i>
5.	BPA	1) Silakan <i>bapak</i> isi saja formulirnya, biar saya yang ngurus selanjutnya!	1) Please just fill in the form, and let me do further!	<i>Reduction</i>
		2) Mengapa jarang datang sekarang, bukankah kamu sudah tidak terlalu sibuk?	2) Why do you rarely come, haven't you been not so busy now?	<i>Literal Translation</i>
		3) <i>Ada-ada saja</i> orang itu, masa pakai has pasangannya sepatu olah raga.	3) <i>How strange</i> that person is, wearing formal coat with casual shoes	<i>Amplification</i>
		4) Bukankah mobil itu sudah dicat beberapa kali ?	4) Hasn't the car been painted many times?	<i>Modulation</i>
		5) Pikirkan dulu <i>masak-masak</i> , baru tentukan pilihanmu!	5) Think <i>over and over again/ maturely</i> , then decide your choice	<i>Amplification</i>
6.	DO	1) Silakan <i>bapak</i> isi saja formulirnya, biar saya yang ngurus selanjutnya!	1) Please just fill in the form, and let me do further!	<i>Reduction</i>
		2) Mengapa jarang datang sekarang,	2) Why do you rarely come,	<i>Literal Translation</i>

		bukankah kamu sudah tidak terlalu sibuk?	haven't you been not so busy now?	
		3) <i>Ada-ada saja</i> orang itu, masa pakai has pasangannya sepatu olah raga.	3) <i>How strange</i> that person is, wearing formal coat with casual shoes	<i>Amplification</i>
		4) Bukankah mobil itu sudah dicat beberapa kali?	4) Hasn't the car been painted many times?	<i>Literal Translation</i>
		5) Pikirkan dulu <i>masak-masak</i> , baru tentukan pilihanmu!	6) Think <i>over and over again/ maturely</i> , then decide your choice!	<i>Amplification</i>
7.	EF	1) Silakan <i>bapak</i> isi saja formulirnya, biar saya yang ngurus selanjutnya!	1) Please just fill in the form, and let me do further!	<i>Reduction</i>
		2) Mengapa jarang datang sekarang, bukankah kamu sudah tidak terlalu sibuk?	2) Why do you rarely come, haven't you been not so busy now?	<i>Literal Translation</i>
		3) <i>Ada-ada saja</i> orang itu, masa pakai has pasangannya sepatu olah raga.	3) <i>How strange</i> that person is, wearing formal coat with casual shoes.	<i>Amplification</i>
		4) Bukankah mobil itu sudah dicat beberapa kali?	4) Hasn't the car been painted many times?	<i>Modulation</i>
		5) Pikirkan dulu <i>masak-masak</i> , baru tentukan pilihanmu!	5) Think <i>over and over again/ maturely</i> , then decide your choice!	<i>Amplification</i>
8.	AFZ	1) Silakan bapak isi saja formulirnya,	1) Please Sir just fill in the form,	<i>Literal Translation</i>

		biar saya yang ngurus selanjutnya!	and let me do further!	
		2) Mengapa jarang datang sekarang, bukankah kamu sudah tidak terlalu sibuk?	2) Why do you rarely come, haven't you been not so busy now?	<i>Literal Translation</i>
		3) <u>Ada-ada saja</u> orang itu, masa pakai has pasangannya sepatu olah raga.	3) <u>How strange</u> that person is, wearing formal coat with casual shoes	<i>Amplification</i>
		4) Bukankah mobil itu sudah dicat beberapa kali?	4) Hasn't the car been painted many times?	<i>Literal Translation</i>
		5) Pikirkan dulu <u>masak-masak</u> , baru tentukan pilihanmu!	5) Think <u>over and over again/ maturely</u> , then decide your choice!	<i>Amplification</i>
9.	TMH	1) Silakan bapak isi saja formulirnya, biar saya yang ngurus selanjutnya!	1) Please Sir just fill in the form, and let me do further!	<i>Literal Translation</i>
		2) Mengapa jarang datang sekarang, bukankah kamu sudah tidak terlalu sibuk?	2) Why do you rarely come, haven't you been not so busy now?	<i>Literal Translation</i>
		3) Ada-ada saja orang itu, masa pakai has pasangannya sepatu olah raga.	3) How strange that person is, wearing formal coat with casual shoes.	<i>Amplification</i>
		4) Bukankah mobil itu sudah dicat beberapa kali?	4) Hasn't the car been painted many times?	<i>Literal Translation</i>
		5) Pikirkan dulu <u>masak-masak</u> , baru tentukan pilihanmu!	6) Think <u>over and over again/</u>	<i>Modulation</i>

			<i>maturely</i> , then decide your choice!	
10.	BDAP	1) Silakan <i>bapak</i> isi saja formulirnya, biar saya yang ngurus selanjutnya!	1) Please just fill in the form, and let me do further!	<i>Reduction</i>
		2) Mengapa jarang datang sekarang, bukankah kamu sudah tidak terlalu sibuk?	2) Why do you rarely come, haven't you been not so busy now?	<i>Literal Translation</i>
		3) <i>Ada-ada saja</i> orang itu, masa pakai has pasangannya sepatu olah raga.	3) <i>How strange</i> that person is, wearing formal coat with casual shoes.	<i>Amplification</i>
		4) Bukankah mobil itu sudah dicat beberapa kali?	4) Hasn't the car been painted many times?	<i>Modulation</i>
		5) Pikirkan dulu <i>masak-masak</i> , baru tentukan pilihanmu!	6) Think <i>over and over again/ maturely</i> , then decide your choice!	<i>Modulation</i>
11.	DTH	1) Silakan bapak isi saja formulirnya, <i>biar saya yang ngurus</i> selanjutnya.	1) Please just fill in the form, <i>I'll take care</i> of it next.	<i>Modulation</i>
		2) Mengapa jarang dating sekarang, bukankah kamu sudah tidak terlalu sibuk?	2) Why rarely date now, aren't you already not too busy?	<i>Literal Translation</i>
		3) Ada-ada saja orang itu, masa pakai jas pasangannya sepatu olahraga.	3) What's up with that person, is it time to wear a suit with a pair of sports shoes.	<i>Description</i>

		4) Bukankah mobil itu sudah dicat beberapa kali?	4) Hasn't the car been painted several times?	<i>Adaptation</i>
		5) Pikirkan dulu <u>masak-masak</u> , baru tentukan pilihanmu!	5) Think <i>carefully</i> , then make your choice!	<i>Amplification</i>
12.	MVP	1) Silakan <u>bapak</u> isi saja formulirnya, biar saya yang ngurus selanjutnya!	1) Please just fill in the form, and let me do further!	<i>Reduction</i>
		2) Mengapa jarang datang sekarang, bukankah kamu sudah tidak terlalu sibuk?	2) Why do you rarely come, haven't you been not so busy now?	<i>Literal Translation</i>
		3) <u>Ada-ada saja</u> orang itu, masa pakai has pasangannya sepatu olah raga.	3) <i>How strange</i> that person is, wearing formal coat with casual shoes.	<i>Amplification</i>
		4) Bukankah mobil itu sudah dicat beberapa kali?	4) Hasn't the car been painted many times?	<i>Modulation</i>
		5) Pikirkan dulu <u>masak-masak</u> , baru tentukan pilihanmu!	5) Think <i>over and over again/ maturely</i> , then decide your choice!	<i>Modulation</i>
13.	AP	1) Silakan bapak isi saja formulirnya, biar saya yang ngurus selanjutnya!	1) Please Sir just fill in the form, and let me do further!	<i>Literal Translation</i>
		2) Mengapa jarang datang sekarang, bukankah kamu sudah tidak terlalu sibuk?	2) Why do you rarely come, haven't you been not so busy now?	<i>Literal Translation</i>

		3) Ada-ada saja orang itu, masa pakai has pasangannya sepatu olah raga.	3) How strange that person is, wearing formal coat with casual shoes.	<i>Amplification</i>
		4) Bukankah mobil itu sudah dicat beberapa kali?	4) Hasn't the car been painted many times?	<i>Literal Translation</i>
		5) Pikirkan dulu <u>masak-masak</u> , baru tentukan pilihanmu!	5) Think <u>over and over again/ maturely</u> , then decide your choice!	<i>Modulation</i>
14.	EW	1) Silakan bapak isi saja formulirnya, biar saya yang mengurus selanjutnya!	1) Please Sir just fill in the form, and let me do further!	<i>Literal Translation</i>
		2) Mengapa jarang datang sekarang, bukankah kamu sudah tidak terlalu sibuk?	2) Why do you rarely come, haven't you been not so busy now?	<i>Literal Translation</i>
		3) <u>Ada-ada saja</u> orang itu, masa pakai has pasangannya sepatu olah raga.	3) <u>How strange</u> that person is, wearing formal coat with casual shoes	<i>Amplification</i>
		4) Bukankah mobil itu sudah dicat beberapa kali?	4) Hasn't the car been painted many times?	<i>Literal Translation</i>
		5) Pikirkan dulu <u>masak-masak</u> , baru tentukan pilihanmu!	5) Think <u>over and over again/ maturely</u> , then decide your choice!	<i>Amplification</i>
15.	NAZ	1) Silakan bapak isi saja formulirnya, <u>biar saya yang</u>	1) Please just fill in the form, <u>I'll take care</u> of it next.	<i>Modulation</i>

		<i>ngurus</i> selanjutnya.		
		2) Mengapa jarang dating sekarang, bukankah kamu sudah tidak terlalu sibuk?	2) Why rarely date now, aren't you already not too busy?	<i>Literal Translation</i>
		3) <i>Ada-ada saja orang itu</i> , masa pakai has pasangannya sepatu olah raga.	3) <i>What's up with that person</i> , is it time to wear a suit with a pair of sports shoes.	<i>Description</i>
		4) Bukankah mobil itu sudah dicat beberapa kali?	4) Hasn't the car been painted several times?	<i>Adaptation</i>
		5) Pikirkan dulu <i>masak-masak</i> , baru tentukan pilihanmu!	5) Think <i>carefully</i> , then make your choice!	<i>Amplification</i>
16.	DRP	1) Silakan <i>bapak</i> isi saja formulirnya, biar saya yang ngurus selanjutnya	1) Please just fill in the form, I'll take care of it next	<i>Reduction</i>
		2) Mengapa jarang datang sekarang, bukankah kamu sudah tidak terlalu sibuk?	2) Why rarely come now, aren't you already not too busy?	<i>Literal Translation</i>
		3) <i>Ada-ada saja orang itu</i> , masa pakai jas pasangannya sepatu olahraga	3) <i>It's just that person</i> , the time to wear a suit with a pair of sports shoes	<i>Reduction</i>
		4) Bukankah mobil itu sudah dicat beberapa kali?	4) Hasn't the car been painted several times?	<i>Literal Translation</i>
		5) Pikirkan dulu <i>masak-masak</i> , baru tentukan pilihanmu!	5) Think <i>carefully</i> , then make your choice!	<i>Adaptation</i>
17.	FER	1) Silakan bapak isi	1) Please Sir just	<i>Literal</i>

		saja formulirnya, biar saya yang ngurus selanjutnya!	fill in the form, and let me do further!	<i>Translation</i>
		2) Mengapa jarang datang sekarang, bukankah kamu sudah tidak terlalu sibuk?	2) Why do you rarely come, haven't you been not so busy now?	<i>Literal Translation</i>
		3) <u>Ada-ada saja</u> orang itu, masa pakai has pasangannya sepatu olah raga.	3) <u>How strange</u> that person is, wearing formal coat with casual shoes	<i>Amplification</i>
		4) Bukankah mobil itu sudah dicat beberapa kali?	4) Hasn't the car been painted many times?	<i>Literal Translation</i>
		5) Pikirkan dulu <u>masak-masak</u> , baru tentukan pilihanmu!	5) Think <u>over and over again/ maturely</u> , then decide your choice!	<i>Amplification</i>
18.	HSP	1) Silakan <u>bapak</u> isi saja formulirnya, biar saya yang ngurus selanjutnya!	1) Please just fill in the form, and let me do further!	<i>Reduction</i>
		2) Mengapa jarang datang sekarang, bukankah kamu sudah tidak terlalu sibuk?	2) Why do you rarely come, haven't you been not so busy now?	<i>Literal Translation</i>
		3) Ada-ada saja orang itu, masa pakai has pasangannya sepatu olah raga.	3) How strange that person is, wearing formal coat with casual shoes.	<i>Amplification</i>
		4) Bukankah mobil itu sudah dicat beberapa kali?	4) Hasn't the car been painted many times?	<i>Literal Translation</i>
		5) Pikirkan dulu <u>masak-masak</u> , baru	5) Think <u>over and</u>	<i>Amplification</i>

		tentukan pilihanmu!	<i>over again/ maturely</i> , then decide your choice!	
19.	HP	1) Silakan <i>bapak</i> isi saja formulirnya, biar saya yang ngurus selanjutnya!	1) Please just fill in the form, and let me do further!	<i>Reduction</i>
		2) Mengapa jarang datang sekarang, bukankah kamu sudah tidak terlalu sibuk?	2) Why do you rarely come, haven't you been not so busy now?	<i>Literal Translation</i>
		3) <i>Ada-ada saja</i> orang itu, masa pakai has pasangannya sepatu olah raga.	3) <i>How strange</i> that person is, wearing formal coat with casual shoes	<i>Amplification</i>
		4) Bukankah mobil itu sudah dicat beberapa kali?	4) Hasn't the car been painted many times?	<i>Literal Translation</i>
		5) Pikirkan dulu <i>masak-masak</i> , baru tentukan pilihanmu!	5) Think <i>over and over again/ maturely</i> , then decide your choice!	<i>Amplification</i>
20.	KLP	1) Silakan <i>bapak</i> isi saja formulirnya, biar saya yang ngurus selanjutnya!	1) Please just fill in the form, and let me do further!	<i>Reduction</i>
		2) Mengapa jarang datang sekarang, bukankah kamu sudah tidak terlalu sibuk?	2) Why do you rarely come, haven't you been not so busy now?	<i>Literal Translation</i>
		3) <i>Ada-ada saja</i> orang itu, masa pakai has pasangannya sepatu olah raga.	3) <i>How strange</i> that person is, wearing formal coat with casual shoes.	<i>Amplification</i>
		4) Bukankah mobil itu	4) Hasn't the car	<i>Modulation</i>

		sudah dicat beberapa kali?	been painted many times?	
		5) Pikirkan dulu <i>masak-masak</i> , baru tentukan pilihanmu!	5) Think <i>over and over again/ maturely</i> , then decide your choice!	<i>Amplification</i>

Transcript of Interview

Document 1

Responden 1: ASD

Direction:

- You have answer the question based on your opinion
- Answer the question clearly!

1. What do you think about translation?

Answer: In my opinion, translation is the communication of the meaning of a source language text by means of an equivalent target language text.

2. Is it difficult?

Answer: Yes, it's difficult

3. Did you ever learn about translation technique?

Answer: Yes, I did

4. What do you think about translation technique?

Answer: I think translation technique is very difficult to understand, sometimes there are also some that easy to understand

5. Do you know types of translation technique?

Answer: Yes, I do

6. Do you have difficulties in understanding about translation technique? Why?

Answer: Sometimes I found the difficulties when decided what technique that I want to use.

7. What technique that you used to translate “Apakah dia tahu karate?”

Answer: Borrowing

Document 2

Responden 2: RA

Direction:

- You have answer the question based on your opinion
- Answer the question clearly!

1. What do you think about translation?

Answer: In my opinion, translation is a transfer of language from Bsa to Bsu and vice versa.

2. Is it difficult?

Answer: Yes, I think its difficult because we have to be able to macth words or sentences correctly.

3. Did you ever learn about translation technique?

Answer: Yes, I did

4. What do you think about translation technique?

Answer: translation technique is a method or theory to make it easier for us to categorize the word or sentences that we are going to translate.

5. Do you know types of translation technique?

Answer: Yes, I do

6. Do you have difficulties in understanding about translation technique? Why?

Answer: Yes, I'm having trouble. Because there are a lot of translation techniques and we have to match them appropriately.

7. What technique that you used to translate "Apakah dia tahu karate?"

Answer: Borrowing

Document 3

Responden 3: ZWP

Direction:

- You have answer the question based on your opinion
- Answer the question clearly!

1. What do you think about translation?

Answer: Translation is communication of the meaning of a source language text by means of an equivalent target language text

2. Is it difficult?

Answer: Yes, I think it's difficult.

3. Did you ever learn about translation technique?

Answer: Yes, I did

4. What do you think about translation technique?

Answer: translation technique is a way to make the process of translation easier.

5. Do you know types of translation technique?

Answer: Yes, I do

6. Do you have difficulties in understanding about translation technique? Why?

Answer: Yes, I have a difficulties when I want to decide which one the best technique that I want to used.

7. What technique that you used to translate “Apakah dia tahu karate?”

Answer: Literal

Document 4

Responden 4: MD

Direction:

- You have answer the question based on your opinion
- Answer the question clearly!

1. What do you think about translation?

Answer: Translation is communication of the meaning of a source language text by means of an equivalent target language text.

2. Is it difficult?

Answer: I think yes, translation is difficult because we have to learn about some techniques to translate sentences or some words and others.

3. Did you ever learn about translation technique?

Answer: Yes, I did. About translation technique one of which is “Literal Translation” because this is so easy.

4. What do you think about translation technique?

Answer: translation technique are different way in which a professional translator will translate a given text.

5. Do you know types of translation technique?

Answer: Yes, I do

6. Do you have difficulties in understanding about translation technique? Why?

Answer: Yes, I have a difficulties to understand the types of translation technique. Because when we want to translate a sentences with one of the translation technique sometimes there are some words that don't make sense when translated even though we have used that technique.

7. What technique that you used to translate "Apakah dia tahu karate?"

Answer: Borrowing

Document 5

Responden 5: BPA

Direction:

- You have answer the question based on your opinion
- Answer the question clearly!

1. What do you think about translation?

Answer: Translation is communication of the meaning of a source language text by means of an equivalent target language text.

2. Is it difficult?

Answer: Yes, a bit

3. Did you ever learn about translation technique?

Answer: Yes, I did

4. What do you think about translation technique?

Answer: So challenging everyone, because there are several technique a bit different so we have to give more focus on it.

5. Do you know types of translation technique?

Answer: Yes, I do

6. Do you have difficulties in understanding about translation technique? Why?

Answer: Yes, I do. At the material I learned didn't give a specific example, because as a learner we have to really understand about how to use the technique and what technique used by the writer.

7. What technique that you used to translate "Apakah dia tahu karate?"

Answer: Borrowing

Document 6

Responden 6: DO

Direction:

- You have answer the question based on your opinion
- Answer the question clearly!

1. What do you think about translation?

Answer: Translation is difficult.

2. Is it difficult?

Answer: Yes, translation is difficult.

3. Did you ever learn about translation technique?

Answer: Yes, I did

4. What do you think about translation technique?

Answer: Translation has a lot of techniques that we really have to learn and understand.

5. Do you know types of translation technique?

Answer: Yes, I do

6. Do you have difficulties in understanding about translation technique? Why?

Answer: Yes, I do. Because in distinguishing every technique we need to be careful.

7. What technique that you used to translate “Apakah dia tahu karate?”

Answer: Borrowing

Document 7

Responden 7: EF

Direction:

- You have answer the question based on your opinion
- Answer the question clearly!

1. What do you think about translation?

Answer: Translation is the process of transferring message or meaning from source language to the target language.

2. Is it difficult?

Answer: Yes, it's a difficult

3. Did you ever learn about translation technique?

Answer: Yes, I did

4. What do you think about translation technique?

Answer: Translation technique is a way that translator use to translate a text.

5. Do you know types of translation technique?

Answer: Yes, I do

6. Do you have difficulties in understanding about translation technique? Why?

Answer: Yes, I do. Because there are so many technique in translation.

7. What technique that you used to translate “Apakah dia tahu karate?”

Answer: Borrowing

Document 8

Responden 8: AFZ

Direction:

- You have answer the question based on your opinion
- Answer the question clearly!

1. What do you think about translation?

Answer: Translation is the process of transferring message or meaning from Bsa to Bsu.

2. Is it difficult?

Answer: It is not difficult, but to know all methods and difference it's confusing

3. Did you ever learn about translation technique?

Answer: Yes, I did

4. What do you think about translation technique?

Answer: Important and very hard to remember all of them, but when I try to translate some of words I use one of them.

5. Do you know types of translation technique?

Answer: Yes, I do

6. Do you have difficulties in understanding about translation technique? Why?

Answer: Yes, I do. Because those meaning, function and technique looks similar.

7. What technique that you used to translate “Apakah dia tahu karate?”

Answer: Borrowing

Document 9

Responden 9: TMH

Direction:

- You have answer the question based on your opinion
- Answer the question clearly!

1. What do you think about translation?

Answer: Translation is the process of transferring message from one language to another.

2. Is it difficult?

Answer: No, isn't

3. Did you ever learn about translation technique?

Answer: Yes, I did

4. What do you think about translation technique?

Answer: Translation technique is a way that make translator more easy.

5. Do you know types of translation technique?

Answer: Yes, I do

6. Do you have difficulties in understanding about translation technique? Why?

Answer: Yes, I do. Because one technique and other have similarity.

7. What technique that you used to translate “Apakah dia tahu karate?”

Answer: Literal translation

Document 10

Responden 10: BDAP

Direction:

- You have answer the question based on your opinion
- Answer the question clearly!

1. What do you think about translation?

Answer: Translation is difficult

2. Is it difficult?

Answer: Yes, translation is difficult.

3. Did you ever learn about translation technique?

Answer: Yes, I did

4. What do you think about translation technique?

Answer: There are a lot of them. And sometimes it makes me confuse to use.

5. Do you know types of translation technique?

Answer: Yes, I do

6. Do you have difficulties in understanding about translation technique? Why?

Answer: Yes, I do. Because there are several technique which similar to each other.

7. What technique that you used to translate “Apakah dia tahu karate?”

Answer: Borrowing



**KEMENTERIAN AGAMA REPUBLIK INDONESIA
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Nomor : B-4915/In.28/J/TL.01/12/2021
Lampiran :-
Perihal : **IZIN
PRASURVEY**

Kepada Yth.,
REKTOR IAIN METRO
di-
Tempat

Assalamu'alaikum Wr. Wb.

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

Nama	: LENNY ARBYANTI
NPM	1801070039
Semester	: 7(Tujuh)
Jurusan	: Tadris Bahasa Inggris
Judul	: AN ANALYSIS THE TYPE OF TRANSLATION TECHNIQUE IN TRANSLATING THE TEXT AMONG THE STUDENTS OF ENGLISH EDUCATION DEPARTMENT IAIN METRO

untuk melakukan prasurvey di IAIN METRO, dalam rangka menyelesaikan Tugas Akhir/Skripsi.

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

Wassalamu'alaikum Wr. Wb.

Metro, 01 Desember 2021
Ketua Jurusan,



Andianto M.Pd
NIP 19871102 201503 1 004



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

SURAT KETERANGAN

Nomor: B-3518/In.28.1/J/TL.00/07/2021

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 : LENNY ARBY YANTI
NPM : 1801070039
Jurusan : Tadris Bahasa Inggris (TBI)
Fakultas : Fakultas Tarbiyah dan Ilmu Keguruan
Instansi : IAIN Metro

Mahasiswa di atas telah melaksanakan penelitian dengan judul **"AN ANALYSIS THE TYPE OF TRANSLATION TECHNIQUE IN TRANSLATING TEXT AMONG THE STUDENTS OF ENGLISH EDUCATION DEPARTMENT 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 Juli 2022
Ketua Jurusan TBI



Andianto, M.Pd
NIP.19871102 201503 1 004



**KEMENTERIAN AGAMA REPUBLIK INDONESIA
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M E T R O Telepon (0725) 41507; Faksimili (0725) 47296; Website: www.tarbiyah.metrouniv.ac.id; e-mail: tarbiyah.iain@metrouniv.ac.id

Nomor : B-3951/In.28.1/J/TL.00/08/2022
Lampiran : -
Perihal : **SURAT BIMBINGAN SKRIPSI**

Kepada Yth.,
Widhiya Ninsiana (Pembimbing 1)(Pembimbing 2)
di-

Tempat
Assalamu'alaikum Wr. Wb.

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

Nama	: LENNY ARBY YANTI
NPM	: 1801070039
Semester	: 9 (Sembilan)
Fakultas	: Tarbiyah dan Ilmu Keguruan
Jurusan	: Tadris Bahasa Inggris
Judul	: AN ANALYSIS OF TRANSLATION TECHNIQUE IN TRANSLATINGTEXT AMONG THE STUDENTS OF ENGLISH EDUCATION DEPARTMENT IAIN METRO

Dengan ketentuan sebagai berikut :

1. Dosen Pembimbing membimbing mahasiswa sejak penyusunan proposal s/d penuliskan 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, 23 Agustus 2022

Ketua Jurusan,



Andianto M.Pd

NIP 19871102 201503 1 004

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Nomor : B-4036/In.28/D.1/TL.00/08/2022
 Lampiran : -
 Perihal : **IZIN**
RESEARCH

Kepada Yth.,
 REKTOR IAIN METRO
 di-
 Tempat

Assalamu'alaikum Wr. Wb.

Sehubungan dengan Surat Tugas Nomor: B-4035/In.28/D.1/TL.01/08/2022, tanggal 29 Agustus 2022 atas nama saudara:

Nama : **LENNY ARBY YANTI**
 NPM : 1801070039
 Semester : 9 (Sembilan)
 Jurusan : Tadris Bahasa Inggris

Maka dengan ini kami sampaikan kepada saudara bahwa Mahasiswa tersebut di atas akan mengadakan research/survey di IAIN METRO, dalam rangka menyelesaikan Tugas Akhir/Skripsi mahasiswa yang bersangkutan dengan judul "AN ANALYSIS OF TRANSLATION TECHNIQUE IN TRANSLATING TEXT AMONG THE STUDENTS OF ENGLISH EDUCATION DEPARTMENT 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, 29 Agustus 2022
 Wakil Dekan Akademik dan
 Kelembagaan,



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



**KEMENTERIAN AGAMA REPUBLIK INDONESIA
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SURAT TUGAS

Nomor: B-4035/In.28/D.1/TL.01/08/2022

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

Nama : **LENNY ARBY YANTI**
NPM : 1801070039
Semester : 9 (Sembilan)
Jurusan : Tadris Bahasa Inggris

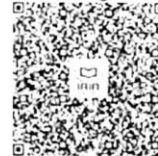
- Untuk :
1. Mengadakan observasi/survey di IAIN METRO, guna mengumpulkan data (bahan-bahan) dalam rangka meyelesaikan penulisan Tugas Akhir/Skripsi mahasiswa yang bersangkutan dengan judul "AN ANALYSIS OF TRANSLATION TECHNIQUE IN TRANSLATING TEXT AMONG THE STUDENTS OF ENGLISH EDUCATION DEPARTMENT IAIN 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 : Metro
Pada Tanggal : 29 Agustus 2022

Mengetahui,
Pejabat Setempat

Wakil Dekan Akademik dan
Kelembagaan,



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



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

SURAT KETERANGAN

Nomor: B-4250/In.28.1/J/TL.00/09/2021

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 : LENNY ARBY YANTI
 NPM : 1801070039
 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 TRANSLATION TECHNIQUE IN TRANSLATING TEXT AMONG THE STUDENTS OF ENGLISH EDUCATION DEPARTMENT 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, 19 September 2022
 Ketua Jurusan TBI



Andianto, M.Pd
 NIP.19871102 201503 1 004



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

SURAT KETERANGAN BEBAS PUSTAKA

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

Nama : LENNY ARBY YANTI

NPM : 1801070039

Jurusan : TBI

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

Demikian surat keterangan ini di buat untuk digunakan sebagaimana
mestinya.

Metro, 30 September 2022

Ketua Jurusan TBI

ANDIANTO, M.Pd

NIP. 1987 1102 201503 1 004



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

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

**SURAT KETERANGAN BEBAS PUSTAKA
Nomor : P-1177/ln.28/S/U.1/OT.01/09/2022**

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

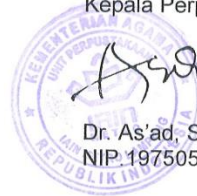
Nama : Lenny Arby Yanti
NPM : 1801070039
Fakultas / Jurusan : Tarbiyah dan Ilmu Keguruan/ Pendidikan Bahasa Inggris

Adalah anggota Perpustakaan Institut Agama Islam Negeri (IAIN) Metro Lampung Tahun Akademik 2021 / 2022 dengan nomor anggota 1801070039

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, 29 September 2022
Kepala Perpustakaan



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



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

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

Nama : LENNY ARBY YANTI NPM : 1801070039
Jurusan : TBI Semester : VIII

No	Hari/ Tanggal	Pembimbing	Materi yang dikonsultasikan	Tanda Tangan Mahasiswa
3.	Jum'at 20-05-2022	Dr. Widhiya Ningsiana, M.Hum	- Perbaiki TA cover - Perbaiki objectives of the study - Perbaiki primary sources & secondary sources. - Bibliography (rata kanan-kiri)	
4.	Selasa 24-05-2022	Dr. Widhiya Ningsiana, M.Hum	- Objectives of the study - Observasi	
5.	Selasa 31-05-2022	Dr. Widhiya Ningsiana, M.Hum	- Hasil Observasi - Bibliography	

Mengetahui

Ketua Jurusan TBI

Andiarto, M.Pd

NIP. 198711022015031004

Dosen Pembimbing

Dr. Widhiya Ningsiana, M.Hum

NIP. 19720923 200003 2 002



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

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

Nama : LENNY ARBY YANTI NPM : 1801070039
Jurusan : TBI Semester : VIII

No	Hari/ Tanggal	Pembimbing	Materi yang dikonsultasikan	Tanda Tangan Mahasiswa
6.	Jum'at 03/06/2022	Dr. Widhiya Ninsiana, M. Hum	- Hasil observasi - Bibliography (Cata kanan-kiri)	
7.	Jum'at 17/06/2022	Dr. Widhiya Ninsiana, M. Hum	Acc untuk seminar Proposal	

Mengetahui

Ketua Jurusan TBI

Andianto, M.Pd

NIP. 198711022015031004

Dosen Pembimbing

Dr. Widhiya Ninsiana, M.Hum

NIP. 19720923 200003 2 002



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

Nama : LENNY ARBY YANTI NPM : 1801070039
Jurusan : TBI Semester : IX

No	Hari/ Tanggal	Pembimbing	Materi yang dikonsultasikan	Tanda Tangan Mahasiswa
1.	Jum'at 05-08-2022	Dr. Widhiya Ningsiana, M.Hum	Revisi APD	
2.	Selasa 09-08-2022	Dr. Widhiya Ningsiana, M.Hum	Revisi APD	
3.	Jum'at 12-08-2022	Dr. Widhiya Ningsiana, M.Hum	ACC APD	

Mengetahui

Ketua Jurusan TBI

Andianto, M.Pd
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NIP. 19720923 200003 2 002



**KEMENTERIAN AGAMA REPUBLIK INDONESIA
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**KONSULTASI BIMBINGAN SKRIPSI MAHASISWA
FAKULTAS TARBİYAH DAN ILMU KEGURUAN
IAIN METRO**

Nama : LENNY ARBY YANTI NPM : 1801070039
Jurusan : TBI Semester : IX

No	Hari/ Tanggal	Pembimbing	Materi yang dikonsultasikan	Tanda Tangan Mahasiswa
1.	Jum'at 09-09-2022	Dr. Widhiya Ninsiana, M.Hum	- ABSTRACT - ACKNOWLEDGEMENT - Chapter I * Tabel prasurvey diganti narasi - CHAPTER IV * Initial students diganti document 1,2, dst.	
2.	Rabu 14-09-2022	Dr. Widhiya Ninsiana, M. Hum	- Abstract - Conclusion	
3.	Jum'at 23-09-2022	Dr. Widhiya Ninsiana, M. Hum	Acc for sidang Muraqabah	

Mengetahui

Ketua Jurusan TBI

Andianto, M.Pd

NIP. 198711022015031004

Dosen Pembimbing

Dr. Widhiya Ninsiana, M.Hum

NIP. 19720923 200003 2 002

CURRICULUM VITAE



Lenni Arby Yanti was born in Nampirejo on June 18th 2000, spent her childhood in Nampirejo, Batanghari. Ecthnically speaking, she comes from Javanese family descent. She is last child of Aryono and Wijiati.

She took her elementary school at SDN 2 Adiwarno, and then took her Junior High School at SMPN 7 Metro for three years. Having graduated from Junior High School she continued her study on Senior High School 1 Batanghari, and then finished in 2018. Nevertheless, IAIN Metro becomes her next direction to go on her study in academic year of 2018/2019. And she has been in English Education Department since academic year of 2018/2019 up to now.