

**AN UNDERGRADUATE THESIS**

**AN ERROR ANALYSIS ON USING LEXICAL POLISEMY TRANSLATION  
AT THE ENGLISH DEPARTMENT OF IAIN METRO  
IN THE ACADEMIC YEAR OF 2018/2019**

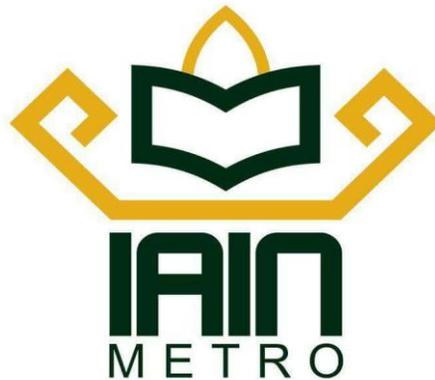
**By:**

**UMI KHAZIROTUL AZIZAH**

**STUDENT.ID. 14127797**

**Tarbiyah and Teacher Training Faculty**

**English Education Department**



**STATE INSTITUTE FOR ISLAMIC STUDIES**

**(IAIN) OF METRO**

**1440 H/ 2018 M**

**AN ERROR ANALYSIS ON USING LEXICAL POLISEMY TRANSLATION  
AT THE ENGLISH DEPARTMENT OF IAIN METRO  
IN THE ACADEMIC YEAR OF 2018/2019**

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

**By:**

**UMI KHAZIROTUL AZIZAH  
STUDENT.ID. 14127797**

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

**Sponsor : Dr. Umi Yawisah, M.Hum**

**Co-Sponsor : Syahreni Siregar, M.Hum**

**STATE INSTITUTE FOR ISLAMIC STUDIES  
(IAIN) OF METRO  
1440 H/ 2018 M**

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AT THE ENGLISH DEPARTMENT OF IAIN METRO  
IN THE ACADEMIC YEAR OF 2018/2019**

**ABSTRACT**

By: Umi Khazirotul Azizah

The objective of this research to understand and explain about the error of using lexical polysemy translation error in students' of IAIN Metro academic year 2018/2019 and know the dominant kinds of error in lexical polisemy translation that used. As a problem the error of lexical polisemy translation which found on the background of the study.the researcher want to discuss about kinds of error in lexical polisemy translation at the English Education Program of IAIN Metro in the Academic Year of 2018/ 2019.

This research is qualitative research.The data collected through *observation, documentation, and interview*. Additionally, this research applied Miles and Huberman models, to analyze the research data through some step, namely, *data collection, data reduction, data display and drawing conclusion*. In this research used purposive sampling technique, the researcher took 20 sheet work of translation students on fifth semester of English Education Program at IAIN Metro as her sampling.

The result of the research show the error of lexical polisemy translation at irregular polisemy is the highest found in students' than other types. Likewise, the kind of error in lexical polisemy translation students' are 76 irregular polisemy (80%), 19 regular polisemy (20%). In conclusion, the student' most dominant error on irregular polisemy.

**Key Words:** *Translation, Lexical Polisemy, Qualitative Research*

**ANALISIS KESALAHAN PADA PENERJEMAHAN *LEXICAL POLISEMY*  
OLEH MAHASISWA PENDIDIKAN BAHASA INGGRIS IAIN METRO  
TAHUN AKADEMIK 2018/ 2019**

ABSTRAK

Oleh: Umi Khazirotul Azizah

Tujuan dalam penelitian ini adalah untuk memahami dan menjelaskan kesalahan penerjemahan pada *lexical polisemy* oleh mahasiswa pendidikan bahasa inggris IAIN Metro tahun akademik 2018/ 2019 dan mengetahui jenis kesalahan yang paling dominan pada penerjemahan yang digunakan. Seperti masalah kesalahan penggunaan penerjemahan pada latar belakang masalah. Meneliti ingin mendiskusikan tentang jenis kesalahan *lexical polisemy* pada terjemahan mahasiswa bahasa inggris di IAIN Mtero tahun ajaran 2018/2019 .

Penelitian ini adalah penelitian kualitatif. Data dikumpulkan melalui observasi, dokumentasi dan wawancara. Model Miles dan Huberman digunakan untuk menganalisis data penelitian melalui beberapa langkah, seperti data collection, data reduction, data display, and drawing conclusion. Dalam penelitian ini menggunakan tehnik purposive sampling, peneliti mengambil 20 hasil terjemahan siswa semester lima pada mahasiswa pendidikan bahasa inggris di IAIN Metro sebagai sampel.

Hasil dari penelitian ini menunjukkan bahwa kesalahan penerjemahan pada Irregular polisemy dari tipe-tipe lain merupakan yang paling banyak ditemukan. Kemudian, presentase dari *irregular polisemy* sebanyak 76 buah (80%), dan *regular polisemy* 19 buah (20%). Kesimpulanya, para mahasiswa paling dominan melakukan kesalahan pada penerjemahan *irregular polisemy*.

Kata Kunci: *Terjemahan, Lexical Polisemy, Penelitian Kualitatif*

## MOTTO

فَإِنَّ مَعَ الْعُسْرِ يُسْرًا (٥)

“ Karena sesungguhnya sesudah kesulitan itu ada kemudahan”

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

(Al-Insyirah ayat; 5)

*“Everything is connected to everything else*

*(Lenin)*

*The limits of my language means the limits of my world.”*

*(Ludwig Wittgenstein)*



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

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

**APPROVAL PAGE**

Title : AN ERROR ANALYSIS ON USING LEXICAL POLISEMY  
TRANSLATION AT THE ENGLISH EDUCATION  
DEPARTMENT OF IAIN METRO IN THE ACADEMIC YEAR  
OF 2018/ 2019

Name : Umi Khazirotul Azizah  
NPM : 14127797  
Department : English Education  
Faculty : Tarbiyah and Teacher Training

**APPROVED BY:**

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

Sponsor

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

Metro, November 2018  
Co-Sponsor

**Svahreni Siregar, M.Hum.**  
NIP. 19760814 200912 2 004

Head of English Education Departement

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



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

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

**NOTIFICATION LETTER**

Number :  
Appendix :  
Matter : **In order to hold the munaqosyah  
of Umi Khazirotul Azizah**

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

*Assalamu'alaikum, Wr. Wb*

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

Name : Umi Khazirotul Azizah  
Student Number : 14127797  
Department : English Education  
Faculty : Tarbiyah and Teaching Training  
Title : AN ERROR ANALYSIS ON USING LEXICAL POLISEMY  
TRANSLATION AT THE ENGLISH EDUCATION  
DEPARTMENT OF IAIN METRO IN THE ACADEMIC  
YEAR OF 2018/ 2019

It has been agreed so it can be continued to the Tarbiyah Faculty in order to be discussed on the Munaqosyah. Thank you very much.

*Wassalamu'alaikum Wr. Wb*

Sponsor

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

Metro, November 2018  
Co-Sponsor

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



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

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

**NOTA DINAS**

Nomor :  
Lampiran : -  
Perihal : **Mohon Dimunaqosyahkan Skripsi  
Saudari Umi Khazirotul Azizah**

Kepada Yth.,  
Dekan Fakultas Tarbiyah dan Ilmu Keguruan  
Institut Agama Islam Negeri (IAIN)  
di-  
Tempat

*Assalamu'alaikumWr.Wb.*

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

Nama : Umi Khazirotul Azizah  
NPM : 14127797  
Fakultas : Tarbiyah dan Ilmu Keguruan  
Jurusan : Tadris Bahasa Inggris (TBI)  
Judul Skripsi : AN ERROR ANALYSIS ON USING LEXICAL POLISEMY  
TRANSLATION AT THE ENGLISH EDUCATION  
DEPARTMENT OF IAIN METRO IN THE ACADEMIC YEAR  
OF 2018/ 2019

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

*Wassalamu'alaikumWr.Wb.*

Pembimbing I

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

Metro, November 2018  
Pembimbing II

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



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

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

**RATIFICATION PAGE**

No. B-4107/In-28.1/D/PP-00.9/12/2018

An Undergraduate thesis entitled: AN ERROR ANALYSIS ON USING LEXICAL POLISEMY TRANSLATION AT THE ENGLISH DEPARTMENT OF IAIN METRO IN THE ACADEMIC YEAR OF 2018/ 2019 , written by Umi Khazirotul Azizah, student number 14127797, English Education Department, had been examined (Munaqosyah) in Tarbiyah and Teaching Training Faculty on Monday, November 26<sup>th</sup> 2018 at 13.00 – 15.00 p.m.

**BOARD OF EXAMINERS:**

Chairperson : Dr. Umi Yawisah, M.Hum  
Examiner I : Dr. Mahrus As'ad, M.Ag.  
Examiner II : Syahreni Siregar, M.Hum.  
Secretary : Yeasy Agustina, M.Pd



The Dean of Tarbiyah and Teaching Training Faculty,



**Y. S. S. M. Pd.**  
008 200003 2 005

---

## STATEMENT OF RESEARCH ORIGINALITY

The undersigned:

Name : Umi Khazirotul Azizah

Student Number : 14127797

Study Program : English Department

Faculty : Tarbiyah

It is believed that this undergraduated thesis is original except certain parts of it quoted from the bibliography mentioned.

Metro , November 07<sup>th</sup> 2018

The Writer



Umi Khazirotul Azizah  
NPM.14127797

## ORISINALITAS PENELITIAN

Yang bertanda tangan di bawah ini:

Nama : Umi Khazirotul Azizah  
NPM : 14127797  
Program Study : Pendidikan Bahasa Inggris  
Jurusan : Tarbiyah

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

Metro, 07 November 2018

Penulis



Umi Khazirotul Azizah  
NPM.14127797

x

## **DEDICATION PAGE**

This undergraduate thesis would dedicate to the:

1. My parents Mr. Johar and Mrs. Siti Rochanifah, who always pray and support to be efficacious in my study.
2. My older sister, Binti Roudhotul Janah who always give sweet smile. Thanks for your goodness.
3. All of my family English Education Department 2014.
4. My beloved Almamater at State Institute for Islamic Studies of Metro.

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In the name of Allah, the Most Gracious and the Most Merciful, praise be to Allah, the Lord of the universe whose Mercies and Blessings have transformed every impossible things becomes possible to be caught. Such a masterly opportunity which He, the Most Tremendous, has given to the writer so that she is able to accomplish this undergraduate thesis entitled “An Error Analysis on Using Lexical Polisemy Translation at The English Department of IAIN Metro in The Academic Year of 2018/ 2019”.

This thesis is accomplished as one of the partial fulfillments of the requirement for the degree of Sarjana Pendidikan (S.Pd) In English Education Department. The writer would like to outspread her gratitude to the Sponsor, Dr. Umi Yawisah M.Hum. and Co-Sponsor Syahreni Siregar M.Hum., who have continously bestowed their endorsement, time, and direction so that the writer could finish the thesis. The writer has nothing to do but thank you for the guidance which you put on her. She likewise would like to thank to the Rector of IAIN Metro, who has given support and approval in order the writer was able to conduct the research.

The credits are dedicated to the English Lecturers of English Department of IAIN Metro who have given away their knowledge sincerely to guide their students to be better.

---

It possible for the writer to accomplish the study on her owns without supporting and accompanying from her adorable families and all friends of hers. She recognize imperfectness always comes to every opus; however critics and suggestion are highly needed. Nonetheless, she desiderates that this piece of opus can contribute something to the benefit of English teaching and general learning.

Metro, November 07<sup>th</sup>, 2018

The Writer,



Umi Khazirotul Azizah  
NPM.14127797

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# CHAPTER I

## INTRODUCTION

### A. Background of Study

Language is very important in human life. Language is used to communicate with other people. The people can express their thought, feeling and experience through language. Without language, the people can not communicate and interact with other people. In Indonesia, English is considered as the first foreign language. Learning the language is a need for most Indonesia people. Because they think that by mastering English well, it will be easier for them to understand some information, not only in printed but also electronic media, such as books, newspaper, magazine, radio, television, internet, and so on. For those reasons, Indonesia government has established English begins to be taught in Primary School.

According to Willis translation is a procedure which lead from a written source language text to an optimally equivalent target language text and require the syntactic, semantic, stylistic, and text pragmatic comprehension by the translator of the original text.<sup>1</sup>Based on the definition

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<sup>1</sup> Wilhem Waber, *Training Translators and Conference Interpreter*, (New Jersey: Prantice-Hall, Inc), 1984. P. 112.

above, translation is study that focuses on the process of transferring the message from ST (source text) or spoken language into TT(target text). Based on definition above, has one main function of translation which is connection tool between one language and other language. In such a way, translation can be a usable device to connect the difference among the language in term of structure, grammar, and meaning. A translator must be able to differentiate between lexicon, grammatical structure and culture context. Translator hoped to create certain quality of translation.

In translation, there are some problems that faced by the translator in translating process, such as the inaccurate, unacceptable or unreadable translation text, equivalent the meaning from source language to target language. Moreover, this transfer included some particular problems in the translation process such as the problems of ambiguity, problems that originate from structural and lexical differences between languages. Lexical translation problem is whatever presents obstacles in transferring the content of small of language into another language. Although students are aware that in almost all languages there is no total sameness between words meaning, they face problems when translating text. The general problems in lexical meaning are homonymy, polysemy, synonymy, opposites (antonymy), hyponymy, meronymy, member-collection, and portion-mass.

One of the problem is in the lexical translation is polysemy. Polysemy is a single lexical form with two or multiple related senses or meaning. Basically, every word has one first meaning and other secondary meanings, which is in a way or another related together on the one hand and to the first meaning on the other. Students have to understand the meaning of words in their context to produce a coherent target text, because although there are many students have a good mastery of English vocabulary, grammar but they are still difficulties in translating polysemy word.

The writer argued that polysemy is given much importance in lexical semantics because it has a major role in language comprehension as well as it is a key in translation. Therefore the problem with polysemy is that the ambiguity it creates makes it hard to get the meaning of a sentence. Despite of the contributions made, polysemy is still problematic.

Students at IAIN Metro still have low ability in translation skill of transferring message from SL to TL. Although they have good vocabulary and grammar, some errors are still found, Especially in lexical translation in polysemy. If the error cannot be decreased, it will be caused bad effect especially for translator and generally will bring bad effect for the students. Because of this important to develop a quality of translation studies, the writer will analyze an error of lexical polysemy in students' translation.

In this case, the writer has conducted a pre-survey by the mid test score of subject translation at students' English Departement of IAIN Metro. The writer did the pre-survey data to students that had been joined translation subject. Here is the result of the pre-survey:

**Table 1**

**The Score of Pre-survey Data in A class :**

No	Students code	The Score	Catogory
1	AM	55	Enough
2	BBC	55	Enough
3	DPM	60	Enough
4	AQ	60	Enough
5	ES	60	Enough
6	DO	55	Enough
7	ENF	55	Enough
8	FDP	60	Enough
9	HTM	65	Good
10	IM	55	Enough
11	MSA	60	Enough
12	NMH	55	Enough
13	ODK	60	Enough
14	RF	60	Enough
15	STA	60	Enough
16	RAM	70	Good
17	PK	60	Enough

18	APS	65	Good
19	PS	60	Enough
20	SR	60	Enough

*Source: The pre-survey data, taken on March 28, 2018.*

The data was taken from 20 students taking the translation subject. The students are asked to translate the text. It was English-Indonesia translation. The text was from writer. The standard of assesment used in pre-survey is adopted from suggested translation book, “Pedoman bagi Penerjemah page 119”. The criteria of assesment as follows:

86 - 90 = Excellent

76 - 85= Very good

61 - 75= Good

46 - 60= Enough

20 - 45= Poor<sup>2</sup>

**Table 2**

**Students' Score by Translating in A Class**

No	Score	Students	Percentage
1.	86-90	0	0%
2.	76-85	0	0%

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<sup>2</sup> Machali , Rochayah, *Pedoman Bagi Penerjemah* (Jakarta: Grasindo), 2000. P. 119

3.	61-75	3	15%
4.	46-60	17	75%
5.	20-45	0	0%
	<b>Total</b>	<b>20</b>	<b>100%</b>

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

## **B. Research Questions**

Concerning the background of the study ,the writer formulated the research question as follows:

1. What of kinds of error in lexical polysemy are encountered in the students of English Department of IAIN Metro in The Academic Year of 2018/ 2019?
2. What is the dominant error of lexical polysemy translation existing at English Department of IAIN Metro in The Academic Year of 2018/ 2019?

### **C. The Objective and Benefit of Study**

#### a. Objective of the study

This research has an aim to find out the use of lexical polysemy translation error in students' of IAIN Metro academic year 2018/2019.

1. To find out the kinds of error in lexical polysemy made by student of English Departement of IAIN Metro in The Academic Year of 2018/2019
2. To know the dominant kinds of error in lexical polisemy translation made by student of English Department of IAIN Metro in The Academic Year of 2018/ 2019.

#### b. Benefits of the study

Overall, this research was expected to be useful and helpful to give good information to the students of IAIN Metro in increasing the quality of translation. It was expected to give benefits as follows:

##### a. Theoretically

This research hopefully could give the contribution of an additional knowledge and awareness about how importance the mastering translation skill.

##### b. Practically

The writer stressed practical benefit of this research as the reference of the common errors for students in order to compose a good translation.

#### D. Prior Research

The studies on lexical polysemy have been widely conducted by some writers. These show those lexical polysemy are indeed important in the learning language. Here are some previously-conducted researches related to lexical polysemy. After studying journal, the writer found out a research from “*Semantic Ambiguity The Problem of Translating Polysemous Words in English-Arabic Translation*” by Abdessamed from University of Kasdi Merbah Ouargla. The result described the students have succeeded in translating the six samples of the test, which contain polysemous words, because they relied on the context, expected some sentences where they failed in getting the appropriate translation, when they translated them literally, and because the ambiguity of polysemous words. The subjects master the common meaning of the polysemous words, but sometimes they find difficulties in guessing its extra meanings. Hence, misunderstanding of the words meaning leads to unsuccessful translation. In addition most students’ problems of English in translation are due to ambiguity of English words, but if they put the word context in their consideration, they will render an acceptable translation.<sup>3</sup> Considering the explanation above, that research has some differences, the first, the writer focused only on translating english into arabic. The second, the writer used instrument test and questionnaire. While in

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<sup>3</sup> Abdessamed, *Semantic Ambiguity The Problem of Translating Polisemous Words*, (England), 2014. P 39.

this research, the writer focused on translation from english into indonesian. Besides, the writer only uses instrument test. That prior research also has similarity on main topic in polysemy translation.

Furthermore, Sonia Daniu from University of Tirana a case entitled “*The Main Features of Semantics Approach of Polisemy*” in her research, she has found the latest studies concerning semantic changes have claimed that she have an only development, are regular and repeated not only in a certain time but at all times of the language development and in different languages. This existence in synchronic level and in different languages is related to several factors, primarily with cognitive and communicative process where pragmatic meanings are conventionalized and re-analyzed as polysemantic meaning. The extension of word semantic structure is the so called polysemantic development.<sup>4</sup> That study has smilarity that the writer focused on translating polisemy. The reaseach also has different as follow, use semantics approach to translate polysemy while in this reseach, the writerdoes not use approach in translating polisemy.

Based on the research conducted by Abed Alhakim Freihat and Fausto Giunchiglia from University of Trento entitled “*Approching Regular Polisemy in WordNet*” the result described approach for solving the polysemy problem in WordNet that all polysemy cases improves the ontological

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<sup>4</sup>Sonia Daiu, *The Main of Semantic Approach of Polisemy*, (Italy:MC SER Publishing), No. 3/September 2015 h. 172.

structure of WordNet by transforming the implicit relations between the polysemous senses at lexical level into explicit semantic relations.<sup>5</sup>The study has been difference. The writer tried to give solution to wordNet to the better in translating polysemy word. While in this research, the writer focused on analyzing the error of lexical polisemy translationat the English Department of State Institute for Islamic Studies of Metro.

Considering the researches above, all of them show that the comprehension of lexical ambiguity on polisemy significantly influence the quality of translation. Therefore, the writer proposes a research in the term of lexical polisemy to analyze the translate of lexical polisemy in descriptive text to figure out the students' translation quality. And this research is continiu prior research with different object. In this case, the writer thinks that those are needed to be investigated.

---

<sup>5</sup>Abead Alhakim and and Fausto Giunchiglia, *Approching Regular Polisemy in WordNet*, (Italy:Biswanath Dutta), 2013.h. 68

## CHAPTER II

### THE LITERATURE REVIEW

#### A. The Concept of Translation

##### 1. Definition of Translation

In general, translation was changing a text from one language into another without changing the meaning or the idea that occur in the source language. The following definitions of translation proposed by linguists around the world will be explained below.

According to Peter translation is rendering the meaning of a text into another in the way that the author intended the text.<sup>6</sup> Based from his statement above that translation was not only translating the language but also the translator should transfer the meaning of the text, so the reader knew about the author intention.

From the definition of translation above, the researcher concluded that translation was a process of changing the language (source language) to another language (target language) by considering equivalence and language structures, so the information from the source language still remained.

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<sup>6</sup> Newmark, Peter. *Approaches in Translation*, (Oxford & New York: Pergamon), 1981.P.5

Catford said that translation is the distinction between synchronic comparison is irrelevant and equivalences may be set up, and translations performed, between any pair of language or dialects ‘related’ or ‘unrelated’ and with any kind of spatial, temporal, social or other relationship between them.<sup>7</sup> That can be conclude that translation is the replacement of textual material in one language (SL) by equivalent textual material in another language. This definition concerned in two keywords in understanding translation. These are textual material (where text might have been expected) and equivalent. The use of these terms concerned in idea that translation transposed the Source language grammar (clauses and groups) into target language equivalents and translated the lexical units into proper and right sense in the context of the sentence.

Crystal (Khrisna Regmi) defined translation as a process where “the meaning and expression in one language (source) is tuned with meaning of another (target) whether the medium is spoken, written, or signed”.<sup>8</sup> Torop has argued that translation, as a process of converting ideas expressed from one language into another, was embedded in the sociocultural language of a particular context and also described the

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<sup>7</sup> Catford, J.C. *A Linguistic theory of Translation*, (Oxford University Press: London, 1965, p. 20.

<sup>8</sup> Regmi, Krishna. *Understanding The Process of Translation and Transliteration I Qualitative Research. International Journal of Qualitative Methods*. 2010. P. 17

translation process as basically a boundary-crossing between two different language. Based on those idea, it was clear explanation that when translator transferred the message or idea from source language into target language it also transferred Sociocultural aspect from source language into target language.

Massoudin Sadeghi argued that the requirement of good translation is as follows; a good translation is easily understood, fluent and smooth, idiomatic, translation conveys to some extent, the literary subtleties of the original, distinguished between the metaphorical and the literal, reconstructs the cultural or historical context of the original.

a good translation makes explicates what is implicit in abbreviations, and an illusions to saying, songs and nursery rhymes, for last criteria that good translation will convey, as much as possible, the meaning of the original text.

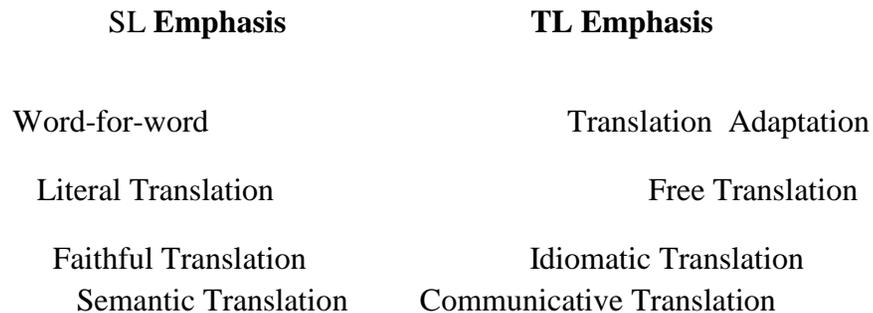
Based on the opinion above the translator has to learn not only the way or technique of translation but also the history of language and proper meaning of one word, phrase, sentence and even more on the target language.

## **2. Method of Translation**

As we know that method is a manner or form of procedure to accomplishing something. It means that translation method is a way or procedure to translate something. Newmark divided method of

translation into two perspective. Those are source language (SL) emphasis and target language (TL) emphasis. Each of those emphasis will consist of four methods.

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



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

## 1. Source Language Emphasis

### a. Word-for-word Translation

This method translate the word by word from SL into TL.

The SL word-order is not changed and the word translated simply by using the equivalent meaning in TL.

b. Literal Translation

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

c. Faithful Translation

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

d. Semantic Translation

This method is same with faithful translation but the differences are more accurate because it does not keep SL grammar, more aesthetic because it looks more natural in result, more flexible because it allows the translator's intuitive empathy with the original.

2. Target Language Emphasis

a. Adaptation

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

b. Free Translation

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

c. Idiomatic Translation

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

d. Communicative Translation

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

**3. The Procedures of Translation**

In translation, there are some procedures that we have to know, those are:

1. Translation

It means that rendering sound or changing the alphabet from SL into TL.

## 2. Borrowing

This is the procedure that keep the SL word because there are no equivalent word in TL.

## 3. Literal

It is one-to-one structural and conceptual correspondence. It can include borrowing and word-for-word translation.

## 4. Transposition

This procedure is try to replace the grammatical structure from SL into grammatical structure in TL so it will have same meaning. For example: “How are you?” is translated into “Bagaimana kabar mu?”

## 5. Modulation

This procedure changes the lexical elements. Modulation and transposition are two main processes in translation and it may take at the same time. For example: “No Smoking” is translated into “Dilarang merokok”, the word “No” has modulation with “Dilarang”.

## 6. Adaptation

This procedure is used when the other is not enough. Adaptation using a situation analogous to the SL situation even

though it is not identical. For example: “sandal” is adaptation from “sandal”

#### 7. Omission

When there is no translation from SL into TL, the part will be omitted. For example: “lack of confident” is translated into “kurang percaya diri”. The word “of” is omitted.

#### 8. Adding

This is the process of translation in order to find equivalent meaning of SL by adding the specific word to TL. It can be happen because of grammatical differences between SL and TL. For example: “Saya penari” translated into “I am a dancer”. The word “a” is addition from TL.

#### 9. Subtraction

This is the opposite of addition. In subtraction, it decrease the text from SL into TL. For example: “sandal jepit” translated into “sandal”. The subtracting word is “jepit”.

#### 10. Expanded

This procedure means that the word will be expand from SL into TL. For example: the word “rose” translated into “bunga mawar”. The expanded word is “bunga”.

## **B. The Concept of Meaning**

### **1. Lexical Meaning**

Lexical is a linguistic item in dictionary. So, lexical meaning is meaning that is explained or described in dictionary. Lexical meaning is a meaning defined in the dictionary. This meaning, usually occurs when the word is used in isolation or not in context or without any correlation to other words. For example, the lexical meaning of the word "hand" which is described in Longman's dictionary. "Hand" the movable parts at the end of arms, including the fingers. However, the translator must be careful in choosing or considering the equivalent for a word before translates a word. A translator must concern with the context if wants to get an appropriate equivalence because a word in source language may have some equivalence in receptor language. Therefore, a translator should be smart to choose the appropriate equivalent.<sup>9</sup>

### **2. Textual Meaning**

Textual meaning is a meaning which is determined by its relationship with the other words in a sentence. the word "hard" can have several meanings depends on the other words in that sentence. the example below show how the word hand possesses several

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<sup>9</sup> Langgeng Budianto and Aan E. Fardhani, *A Practical Guide for Translation Skill*, (Malang: UIN-MALIKI PRESS, 2010), P. 40

dissimilar meaning when it is used in different contexts. “hand me your papers” (menyerahkan), “just give me a hand”(bantuan), all hands aboard”(anak buah kapal), “they always ready at hand”(siap), “hands up” (angkat tangan).

### **3. Contextual or Situational Meaning**

According to suryawinata, ontexual meaning or situational meaning is a meaning that is appeared from a situational or context where the phrase sentence or utterance is used. In pragmatic knowledge, the element of the context situation is participant, setting, purpose, topic and communication’s element. Anexpression of “good morning” can have different meaning although it is the same to be pronounced by an employer to his employee. “good morning” means a greeting it is said by an employer to his employee when his employee comes earlier then the others. “good morning” means a warning if the employee come late. Therefor, a translator must be smart to translate this two expressions of good morning.

## **C. Understanding of Lexical Polisemy**

### **1. The Concept of Semantics**

According to David semantics is a theory of truth for a natural language constitutes a theory of meaning for that language and the meaning of any sentence is derivable from axioms which assign

semantics properties to its constitutes, and sentence structures are linked by valid inferential relations.<sup>10</sup> Its mean that semantics is a major branch of linguistics especially to learn of meaning in language. The term is also used in philosophy and logic, but not with the same variety of meaning or emphasis as in linguistics. Philosophical semantics discuss the relations between linguistics expressions and the phenomena in the world to which they mentioned, and regard the conditions under which such expressions can to be true or false, and the factors which influencing the interpretation og language as used.

Patrick maintains that semantics is the study of word meaning and sentence meaning, summarize away from contexts of use is a descriptive subject. It is an attempt to describe and understand the characteristic of the knowledge about meaning in their language that people have and knowing about language.<sup>11</sup>

In the other hand, Reinhard stated that lexical semantics is the lexical units and intend to explain the interaction of lexical meaning with pragmatics and have stressed the point that a full account of lexical meaning has to include more information than that which

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<sup>10</sup> David Crystal, *a dictionary of linguistics and phonetics*, (Malden: Blackwell publishin 2008), sixth edition, p. 129

<sup>11</sup> Patrick Griffiths, *an introduction to english semantics and pragmatics*, (Edinburg: Edinbrugh University Press, 2006), p. 15

allows one to discriminate the meanings of different words.<sup>12</sup> Based on definition above can conclude that semantics is the study of meaning in language and the small part of linguistics that can take to inside meaning. It is a fact that meaning is a part of language, but this definition has not been clearly described and given fair treatment in the study of language until currently. In traditional linguistics, language is sight as the vocabulary which in contained in literary works. In the study of language, language definitions are sometimes based on meaning, and sometimes on function. Statements that a noun is name of person or thing, or a sentence is an expression of complete idea, language are definitions which are based on meaning. On the contrary, statements that an adjective is a word that modifies a noun, or an adverb is a word that modifies other words expect nouns, language are definitions which are based on function. The perfect achievement in the study of meaning in traditional linguistics is etymology-the study of the origin of word meaning. The study of meaning in traditional linguistics has not clearly indicated what meaning is.

An understanding of semantics is crucial to the study of language mastery (how language users get a sense of meaning, as

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<sup>12</sup> Reinhard, Blutner, *Lexical Semantics and Pragmatics*, Berlin, P. 5

speakers and writers, listeners and readers) and of language change (how meanings compose over time). It is important for understanding language in social contexts, because inclined to influence meaning, and for understanding kinds of English and effects of style. It is thus one of the most basic concepts in linguistics. The study of semantics includes the study of how meaning is build, interpreted, clarified, darken, illustrated, simplified, negotiated, contradicted and paraphrased.

Based on the estimated above, semantics is study about meaning. Semantics is used for human to understand expression through language. In semantics is used for human to understand expression through language. In semantics we have to explain and clarify the characteristic of meaning although there is no very general approve; either about nature of meaning or about the way in which it must be described.

## **2. Definition Lexical Polysemy**

In thinking about meaning, common sense is no less of an obstacle. In everyday life, a word not just have the meaning that word based on dictionary because there is ensiderable evidence that is deeply wrong and not wrong because it is oversimplified and in need

improvement but more deeply wrong and misleading in every notion of meaning that is take for accepted.

Traditionally, polysemy refer to lexical relation where a single linguistics form has different senses that are related to each other by means of regular change or extensions from the basic meaning. According Ingrid polysemy is a single word form can be associated with several different meanings is a well-known fact about language.<sup>13</sup> Moreover, polysemy is a word that has different meaning and sense based on the context. This phenomenon is described as polysemy, it develops in natural language. It is can be confirmed by the extend of different senses that some dictionary will have listed under considerable number of its entries. From that definition the extend of non-determine senses that lexical items may be used to express on different events of use, which are contextually derived on the spot.

In the other word, a Gilles state Polysemy is pervasive in language and appears in many forms. It is not just an accident of history or of synchrony, but rather an essential manifestation of the flexibility, adaptability, and richness in meaning potential that lie at the very heart of what a language is and what it is for. It is also a symptom of the way in which various cognitive operations allow for

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<sup>13</sup> Ingrid Lossius Falkum, *The Semantics and Pragmatics of Polysemy: A Relevance-Theoretic Account*, (University Collage, 2011), p. 9

creativity at many levels.<sup>14</sup> In conclusion polysemy is extend from many forms and not just on anevent, but different phenomenon and a characteristic displayed by some word that may enjoy multiple yet somehow related interpretations.

One part of human communication is concerned with internal experience. Naturally, a great many expression have as their primary function describe such experience. For the example of this is that the expression heart, beside being used to refer to a bodily organ, is also used to refer to love, courage, etc, depending on the the fact that the function of the heart is affected noticeably in amorous and dangerous situations. One problem for a student of polysemy is that such dictionary simply do not exist. I was therefore obliged to use a more indirect method: looking up, for example, the word see in a dictionary of synonymy, one will find that one of its synonyms is understand. Obviously, then, see and understand can express a common concept. It should pointed out that there is no reason to make a distinction between polysemy and metaphor. However, the fact that the secondary

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<sup>14</sup> Gilles Fouconier and Mark Tuner. *Polysemy and Conceptual Blending*, (Brlin & New York: Mounon The Gruyter, 2003), p. 2

meanings it found have indeed entered the dictionary may suggest that we are dealing with polysemy.<sup>15</sup>

Polysemy is a single word form can be associated with several different meanings is a well-known fact about a language. Take the word run. Its meaning in the verb phrase run a half marathon is clearly different from the one it has in run some water, or, for that matter, in run on gasoline, run for president, and so on. This phenomenon is described as polysemy, and it proliferates in natural language. This is confirmed by the range of different senses (and/or uses) that any dictionary will have listed under considerable number of its entries. On top of this comes the range of non-established senses that lexical items may be used to express on different occasions of use, which are contextually derived on the spot.

Polysemy phenomenon have long been interesting due to the challenging issues it raises for theories of semantics representation, semantic compositionality, language processing and communication. Traditionally approaches tend to regard polysemy as a matter of different senses being listed under a single lexical entry, with the comprehension of a polysemous word involving selection of the contextually appropriate sense from among the list of senses. Another

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<sup>15</sup> Jean Allwood and Peter Gärdenfors, *Cognitive Semantics Meaning*, (American: John Benjamin BS, 1998), P. 78.

traditional line of approach regards polysemy as being represented in terms of a single, maximally general meaning, from which the contextually appropriate senses are derived. In the modern approaches, it is generally acknowledged that polysemy is the result of the interaction of several factors, some of which are linguistic, some cognitive, and some communicative, and the debate is more about which of these factors is the most important

According to Breal polysemy is describe single word forms with several different meanings.<sup>16</sup> He says that polysemy was primarily a diachronic phenomenon, arising as a consequence of semantic change. Words acquire new meaning through use, but these do not automatically eliminate the old ones. Polysemy, then, is the result of the parallel existence of new and old meanings in the language, it is synchronic side of lexical semantic change. Polysemy is not really an issue, since the context of discourse determines the sense of a polysemous word and eliminates its other possible meaning. Below the example of polisemy:

Example:

1. a) The house is at the foot of the mountains.  
b) one of his shoes felt too tight for his foot.
2. a) she has a book in her room.

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<sup>16</sup> Ingrid, *Op. Cit.* P. 15

- b) my father books a room in this hotel
- 3. a) my children play in the river bank.
- b) my father works in the bank.
- 4. a) water is very important in human life.
- b) my mother always waters the flowers in the garden.
- 5. a) they drink a glass of milk.
- b) my uncle milks a camel.

### 3. The Kinds of Polisemy

#### a. Regular Polisemy

According to Asher, regular polisemy is typically generated by lexical rules, in this way accounting for the productivity and cross-linguistic availability of the patterns of sense extension and thus avoiding listing of all senses for the words in question.<sup>17</sup> The examples of regular polisemy in English are terms for animals, which (with some exceptions) can be used to denote either the animal or the meat of that animal (e.g., chicken, rabbit, turkey, etc.), terms for containers used to denote either the container itself or its contents (e.g., he drank the whole bottle/glass/mug, etc).

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<sup>17</sup> Ingrid Lossius Falkum, *polisemy: current perspectives and approaches*. P. 4

### **b. Irregular Polisemy**

Apresjan states irregular polisemy is the cases of semantic that distinction between the meaning for word. A cannot be found in any other word of the given language. The English verb run may be an example of this: its different senses in run a mile, run a shop, run late, run on gasoline, etc. Seem idiosyncratic to this particular lexical items, and may each have arisen as a result of different lexical semantic or pragmatic processes.

## **D. The Concept of Error Analysis**

### **1. Definition of Error Analysis**

Errors are the flawed side of learner's speech or writing. They are those parts of conversation or composition that deviate from some selected norm of mature language performance.<sup>18</sup> It means that every learning process because errors are the flawed side of learner speech or writing. Writers cannot learn and master the language without systematically doing errors. Thus, it is natural thing if there are errors appear in language learning and we cannot convict anyone. We cannot say that errors seem as an indication of students' failure but they are the real sign that students are learning. Moreover, the errors are the systematic divergences of the learners who still develop their

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<sup>18</sup> Heidi Dulay, *language Two*, (New York: Oxford University Press, 1982), p. 138

knowledge. They make several errors because they are lack of view about the language they learn.

In addition, incorrectness, mistakenness, wrongness, and erroneousness assumptions construct a crucial part of learning in knowing and acquiring knowledge. Furthermore, Harmer assumed that errors are mistakes which cannot correct themselves and they need an explanation.<sup>19</sup> According to explanation above, errors are component of language learning which is to know the learners' proficiency. The errors cannot be correct easily by learners and they need a more elaboration.

In language learning, the errors cannot be desperate by all of the language learners. Hence, the treatment is quite crucial in reducing and avoiding the errors which commonly appear in practicing language. To deliver an appropriate treatment for the learners, the crucial point that must be clear is we should know specific errors of the writing that they have created. In this way, the critical analysis and deep investigation should be held. In the fact, the errors of the learners created during they learn language can be detected, evaluated, and classified to reveal something of the system operating through error

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<sup>19</sup> Jeremy Harmer, *The Practice of Language Teaching*, (England: Longman, 2007), Fourth Edition, p. 137.

analysis. Above all, in scientific research, the way used to study of errors is called error analysis.

Error analysis is the study and evaluation of uncertainty in measurement.<sup>20</sup>According Heidi Dulay, error analysis stemmed perhaps from the refreshing alternative it provided to the then prevailing but more restrictive “constrictive analysis” approach to errors.<sup>21</sup>

In doing error analysis, there several activities that have to be undertaken to make the analysis easier. They are describing what the errors are about, classifying what kind of the errors are, and correcting and evaluating the errors to be corrected.

The progress and the use of language learning can be easily identified by defining the success level of the error analysis result. It can show how far the language can be applied in academic writing need many analysis and evaluations before it can be published to the readers.

## **2. The Differences Between Error and Mistake**

It is very essential that error and mistake must be distinguished. Technically both of them are quite different affairs. No one expects the students learning their language to produce only incorrect product both

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<sup>20</sup> John R. Taylor, *An Introduction to Error Analysis*, (USA: Univesity Science Books, 1997), Second Edition, p. 3.

<sup>21</sup> Heidi Dulay, *Language Two*, p. 141.

in speaking and writing. Furthermore, Corder stated that sentences are erroneous therefore if they are unacceptable or inappropriate.<sup>22</sup>

To differ between error and mistake is a difficult activity. Ellis states that errors are to a large extent, systematic and to a certain extent, predictable. The different between error and mistake is if errors reflect gaps in a learner's knowledge, they occur because the learner does not know what is correct and Mistake reflect occasional lapses in performance, they occur because in particular instance the learner is unable to performs what he or she know.<sup>23</sup> There two ways to distinguish errors and mistakes. One way might to be check can be look into the consistency of learners' competences. If they consistently perform the language in incorrect form, it would be indicated that they do the error. However, if they perform the language sometimes in correct way and sometimes in incorrect form, it can be called a mistake. Another way is to ask the learners to try correcting their own deviant utterances. Where they are unable to change it into correct form, the deviations are error. However, if they are successful to correct it, the deviations are mistake.

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<sup>22</sup> S. P. Corder, *Error Analysis and inter-langugae*, (London: Oxford University Press, 1982). P. 41.

<sup>23</sup> Rod Ellis, *Second Language Acquisition*, (New York: Oxford University Press, 2013), p. 16.

According to explanation above, it can be concluded that error is a mistake that learners are unable to correct the deviation when they perform their speaking or writing so that they need more explanations from the teachers or other experts. Meanwhile, a mistake is a deviation of the learners when they perform an exercise or speak about something. They can correct their deviation and improve it to be right.

### **3. Classification of Error**

It is widely highlighted that error analysis is divided into four big parts. The reviewed the literature in order to present the most useful and commonly used bases for the descriptive classification of errors they are: linguistics category taxonomy, surface strategy taxonomy, comparative taxonomy, and communicative effect taxonomy.<sup>24</sup> Moreover, they are elaborated below:

#### **a. Linguistic Category Taxonomy**

The linguistic category taxonomy categorizes errors according to either the language component or the specific linguistic constituent that the error affects. Language components include phonology (grammar), semantics and lexicon (meaning and vocabulary) and discourse (style). Constituents include the elements that comprise each language component. For example, within syntax one may ask whether

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<sup>24</sup> Heidi Dulay, *Language Two*, p. 146

the error is in the main or subordinate clause, which constituent is affected: the noun phrase, the auxiliary, the verb phrase, the preposition, the adverb the adjective and so forth.<sup>25</sup>

## **b. Surface Strategy Taxonomy**

Surface strategy taxonomy highlights the way surface structures are altered: learners may omit necessary items or add unnecessary on; they may misform items or misorder the systems surface structures are **changed: learners may omit required items or add unnecessary one**, they may inform items or disorder them.

### 1) Omission

Omission errors are characterized by the absence of an item that must appear in a well-formed utterance. Although, there are morphemes or words in a sentence is a potential candidate for omission.

Example:

*Marry a president of the new company*

The sentence above omits the verb “is”, the sentence should be:

Marry is a president of the new company

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<sup>25</sup>*Ibid.*, p. 146

## 2) Addition

Addition errors are the opposite of omissions. They are characterized by the presence of an item that must not appear in a well-formed utterance. They usually occur in the later stages of second language acquisition. There are three types of addition errors which will be presented below:

### (a) Double Marking

Two items rather than one marked for the same feature are called double marking. Most English sentences, some semantic features, such as tense may be syntactically marked only once. The examples are given below:

(1) *She didn't went to my party.*

(2) *He doesn't cares who they are.*

### (b) Regularization

Regularization errors that fall under the addition category are those in which the marker that is typically added to linguistic item is erroneously added to exceptional items of the given class that did not take a marker. For example, adding *s* for all of plural such as *mans*, *foots*, *childs*, *mouses*, and so forth, or adding *ed* to the irregular verbs of past and past participle forms like *eated*, and *beated*.

(c) Simple Addition

If the addition error is not double marking or regulation, it is called a simple addition. No particular feature characterizes simple addition other than those that characterize all addition errors.

(d) Misformation

Misformation errors are characterized by the use of the wrong form of the morpheme or structure. While in omission errors the item is not supplied at all, in misforming errors the learner supplies something, although it is incorrect.

Example: me hungry=> I'm hungry

(e) Misordering

Misordering errors are characterized by the incorrect placement of a morpheme or group of morphemes in an utterance.

Example: he is all the late=> all the time is misordered.

**c. Comparative Taxonomy**

Comparative taxonomy classifies errors based on comparison between the structure of second language errors and certain other types of construction.

**1) Communicative Effect Taxonomy**

The communicative effect classification deals with errors from the perspective of their effect on the listener or reader. It

focuses on distinguishing between errors that seems to cause miscommunication and those that do not.

Based on the four descriptive taxonomies that above been mentioned above, the researcher will apply Linguistics Category Taxonomy in this research. Specifically, the data will be analyzed based of one of language component, that is semantic and lexicon (meaning and vocabulary) component

## CHAPTER III

### RESEARCH METHOD

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

The research was conducted using the appropriate method intended. The characteristic of the research would be selected based on its purpose. To analyze the lexical polysemy in descriptive text translation, the researcher would exert a qualitative research method.

According, John W Creswell declares that qualitative research method is a means for exploring and understanding the meaning individual or groups ascribe to a social or human problem.<sup>26</sup> The process of research included developing some questions and procedures what would be used, data characteristically composed and the participants' setting, data analysis inductively building from particulars to general themes, and the researcher making interpretation of the meaning of the data.

Furthermore, Miles and Huberman state “qualitative data, usually in the form of word rather than numbers, have always been a staple of some field in the social sciences, notably anthropology, history and political science.”<sup>27</sup> It dedicated that qualitative research enveloped studies which the result was not

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<sup>26</sup> John W Creswell, *Research design: Qualitative, Quantitative and mixed methods approaches (3<sup>rd</sup> Ed)*, (New Delhi: Sage Publicatios, 2008). P. 4.

<sup>27</sup> Matthew B Miles and A. Michel Huberman. *Qualitative Data Analysis: An Expanded Sourcebook(2<sup>nd</sup>ed)*, (USA: Sage Publicatons, 1994), p. 1.

provided statistical summary or analysis. It, instead, discovered phenomena in their natural sceneries and uses multi methods to interpret, comprehend, clarify and convey the meaning to them.

This research explained about the lexical polysemy in translation, the students' error which was translate the lexical polysemy into equivalent meaning that have multiple meaning, and common error in lexical polysemy. In this case the researcher had a desire to look intensely the use of lexical polysemy in descriptive text translation.

The type of the research was case study. According to Creswell, case studies are qualitative strategy in which the researchers explores in depth a program, activity, process, or one or more individual. The cases are bounded by time and activity and researcher collect detailed information using variety of data collection procedures over a sustained period of time.<sup>28</sup> It indicated that case study was a strategy where some various data collection procedures are gatherer to gain detail information in bounded of time and activity. Therefore, the researcher concludes that case study helped us to understand a complex issue or object that could extend research. In this research, the object study was the students that translating text.

Based on all the explanation above, in which the students at the English Department of IAIN Metro took place as the instrument of the research, the researcher would focus on analyzing the lexical polysemy which translated in

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<sup>28</sup> John W Creswell, *Research design*, p. 13.

students' descriptive text. This research was concentrated to analyze the erroneous translating lexical polysemy that found in the students at the English Department of IAIN Metro.

## **B. Data Source**

Data collecting will be conduct at the English department of IAIN Metro in The Academic Year of 2018/2019. In this research, the researcher divided the sources into two items, primary and secondary sources. In this research, the primary source are the 20 students fifth semester at the English Department of IAIN Metro. Furthermore, the seconday sources are handbooks, encyclopedias, and selected journal that summarize research and then history of IAIN Metro.

## **C. Data Collection Technique**

Craswell supposed that “in many qualitative studies, inquires collect multiple forms of data and send a considerable time in the natural setting gathering information”.<sup>29</sup> Therefore, the data would be gained through several techniques as follows:

### **a. Observation**

In this step, the research would be observing the activity and situation by using format observation. The researcher would observe the result of translation text students about lexical polysemy at the students fifth

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<sup>29</sup> John W Creswell, *Research design*, p. 166-167.

semester at English department of IAIN Metro, and then noted what they do, say and so forth.

**b. Interview**

Interview is a meeting of two persons to exchange information and idea through question and response, resulting in communication and joint construction of meaning about a particular topic.

From the question, it could be renowned that the data must be learned and controlled over the line of questioning. The writer would practice the depth interview, by the reason that the participants were not equally as the interview. Hence, they would appreciate to answer the questions. The writer would use open-ended questions. In the form of 5WH/1H questions which tolerated the participants answer in free though, suggestions, and detailed answer. As it was explained by Creswell “These interviews involves unstructured and generally open-ended questions that are few in number and intended to elicit views and opinions from the participants”.<sup>30</sup>

**c. Documentation**

There were several advantages of using documentation to collect the data. It allowed the researcher to obtain the language and words of participants. It could be understood that documentation was theoretically functional in accumulating the data which was required of the research.

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<sup>30</sup> *Ibid. P. 181.*

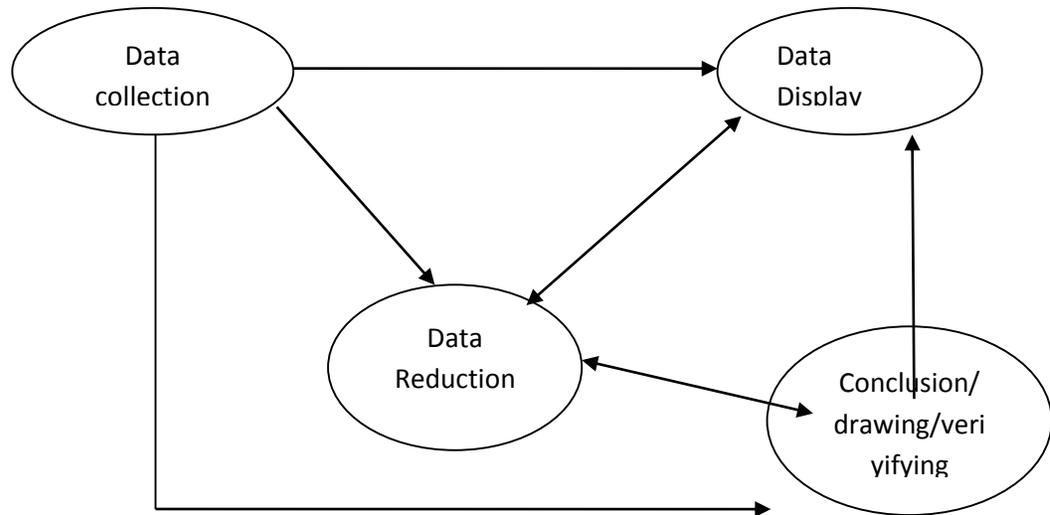
The researcher would use documentation as data collection method. The documentation was the technique to collect some information in the form of written source or documenter such as book, encyclopedia, daily note and so forth. Documentation was purposed to get the achievement of the institution. The data which was needed would be written. The researcher would gather the written data from achieve of the institution. The researcher would record the students' name of IAIN Metro and revenue the data about description of research area includes the history of school, the building condition, he vision and mission of IAIN Metro.

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

The analysis and interpretation of data represented the application of deductive and inductive logic to the research process. The researcher would use inductive logic in research process. The process of data analysis complicated sense out of text and image data. The qualitative analysis consists of three concurrent flows of activity there are in the following steps:<sup>31</sup>

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<sup>31</sup> Matthew B Miles and A. Micheal Huberman, *Qualitative Data.*, p. 10.

**Figure 1****Data analysis (interactive model) by Miles & Huberman****1. Data Collection**

The first point of the steps was data collection. In this step, the researcher would collect every single datum which is required in completing the research: for example, students' Descriptive text.

**2. Data Reduction**

Data reduction referred to the process of selecting, focusing, simplifying, abstracting, and transforming the data that appeared in translation field notes or transcription. As it is seen, data reduction occurs continuously throughout the life of any qualitatively oriented project. Even before the data were actually collected, anticipatory of data reduction was occurring as the researcher decides which conceptual

framework, which cases, which data questions, and which data collection approaches to choose. In this step, the researcher would do a reduction by selecting some appropriate data and reduce the inappropriate one.

### **3. Data Display**

The second major flow of analysis activity was data display. Generally, a display was an organized, compresses assembly of information that permits conclusion drawing and action. Better displays that permits conclusion drawing and action. Better displays were a major avenue to valid qualitative analysis. The display includes many types of matrices, graphs, charts, and networks. In this research, the data which would be displayed would be analyzed by relative number or percentage.

The creation and use of display was not separate from analysis, it is part of data analysis. Designing the display, deciding om the rows and columns of a matrix for qualitative data and deciding which data, in which form, should be entered in a cells, are analytic activities. In this step, the researcher would exert graphics, figures, or charts to display the data, the display should be able to describe the whole content of the data.

### **4. Conclusion Drawing/ Verifying**

The last stream of analysis activity was conclusion drawing and verification. A conclusion drawing, in our view, was only half of Gemini configuration. Conclusions were also verified as analyst

processes. Verification may be as fleeting second thought crossing the analyst's mind during writing, with a sort excursion back to the field notes, or it may be through and elaborate, with lengthy argumentation and review among colleagues to develop inter subjective consensus, or with efforts to replicate a finding in another data set. It was the step where the researcher interpreted or verified the conclusion of the research from the whole process that had been done.

### **E. Approach**

This research used constructivist paradigm approach according to Robebbert Stake and Robert Yin. Both of them notice constructivist paradigm as a approach to case study. Constructivist explain as approach where is the truth dependent on one's perspective. According to Searle, constructivist had also stressed on how to recognize a premise of a social construction of reality. Whereas, paradigm itself is constructed the subjective human creation of meaning. Can be notice that collaboration both of researchers and participants have important role here. In this approach, the participants able to describe their views of reality and the researchers able to better understanding participant action<sup>32</sup>. The steps to do this research are:

1. Determining the case of the research and make formulation of questions.

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<sup>32</sup> Pamela Baxter, Susan Jack, *Qualitative Case Study Methodology: Study Design and Implementation for Novice Researchers*, (McMaster University, west Hamilton, Ontario, Canada, the Report, Volume 13 Number 14, December 2008). P. 543

2. Determining the research focus.
3. Determining procedure to collecting data.
4. Preparing the instrument to collected data.
5. Collecting data.
6. Evaluation and analyzed the data.
7. Make a report.

## **CHAPTER IV**

### **RESULT OF THE RESEARCH**

#### **Description of Data**

##### **A. Description of Research Setting**

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

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

Likewise, as an Islamic institute, IAIN prepares the academic culture not only in developing Islam religious science but also developing general science. In addition, Islamic culture is a special characteristic in academic culture of this institute as compared to general universities.

Furthermore, IAIN Metro as the Islamic institute has an education system which is based on the Islamic values.

IAIN Metro was built on April 23 to 25, 1997 based on the decree of president RI No. 11, 1997 on March 21, 1997. The establishment of IAIN cannot be separated from the history of IAIN 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 Indonesian President No. 27,1963, in order to accomplish Al-Jami'ah, YKIL should at least have three faculties. Therefore, YKIL opened Ushuludin faculty that was domiciled in Tanjung Karang. Lastly, it realized the dream of Lampung society to find IAIN Al-Jami'ah based on the Minister of Religious Affair Decree No. 187/68 which was named "State Islamic Institute Raden Intan Tanjung Karang". 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 1<sup>st</sup> August 2016 changed to be the State Institute for Islamic Studies (IAIN) and was legalized. That was the history of establishment of STAIN Jurai Siwo Metro.

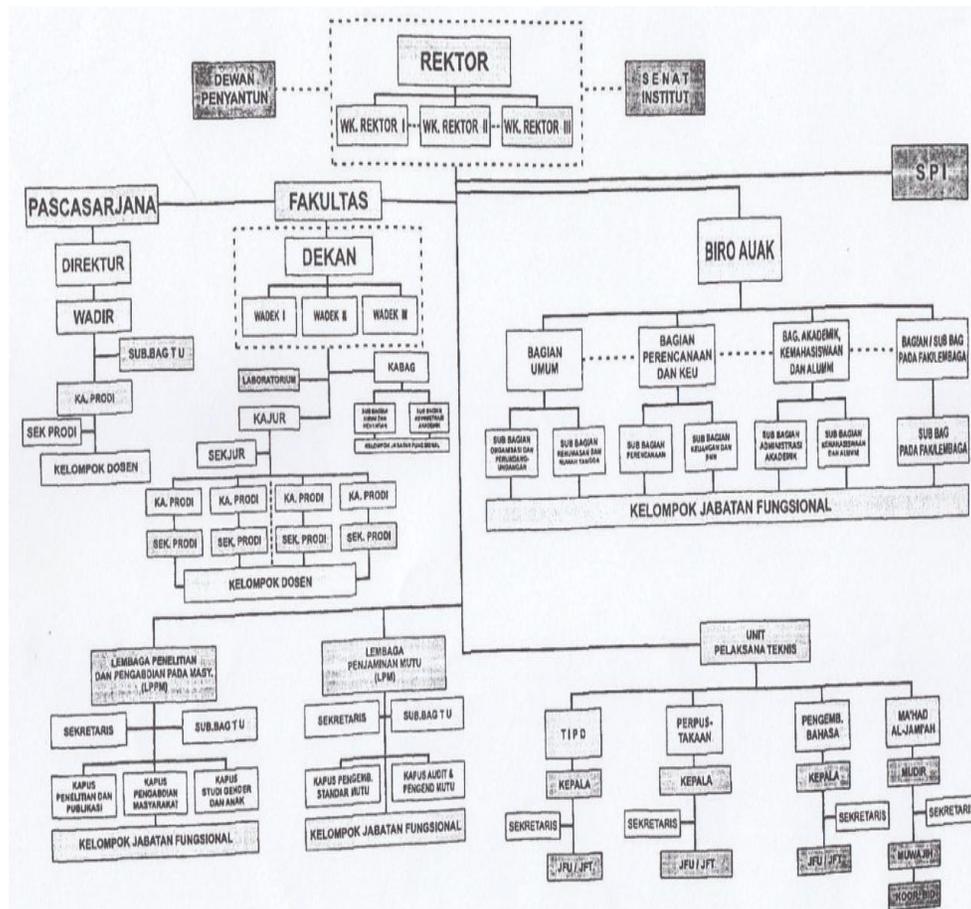
Now, IAIN Metro has four faculties namely tarbiya faculty, syari'ah faculty, economy business faculty and Islamic announcement and communication faculty. Firstly, tarbiyah and teacher training faculty covers Islamic education study program (PAI), Arabic education study program (PBA), English education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

communication and broadcasting program (KPI), language and Arabic literature (BSA), and Islamic extension guidance (BPI).

2. The structural organization of IAIN Metro

The structural organization of The State For Islamic Studies of Metro as follow:

Figure 2  
The Organization Structure of IAIN Metro



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

### 3. The Location Sketch of IAIN Metro

Figure 3

The Location Sketch of IAIN Metro (campus 1)

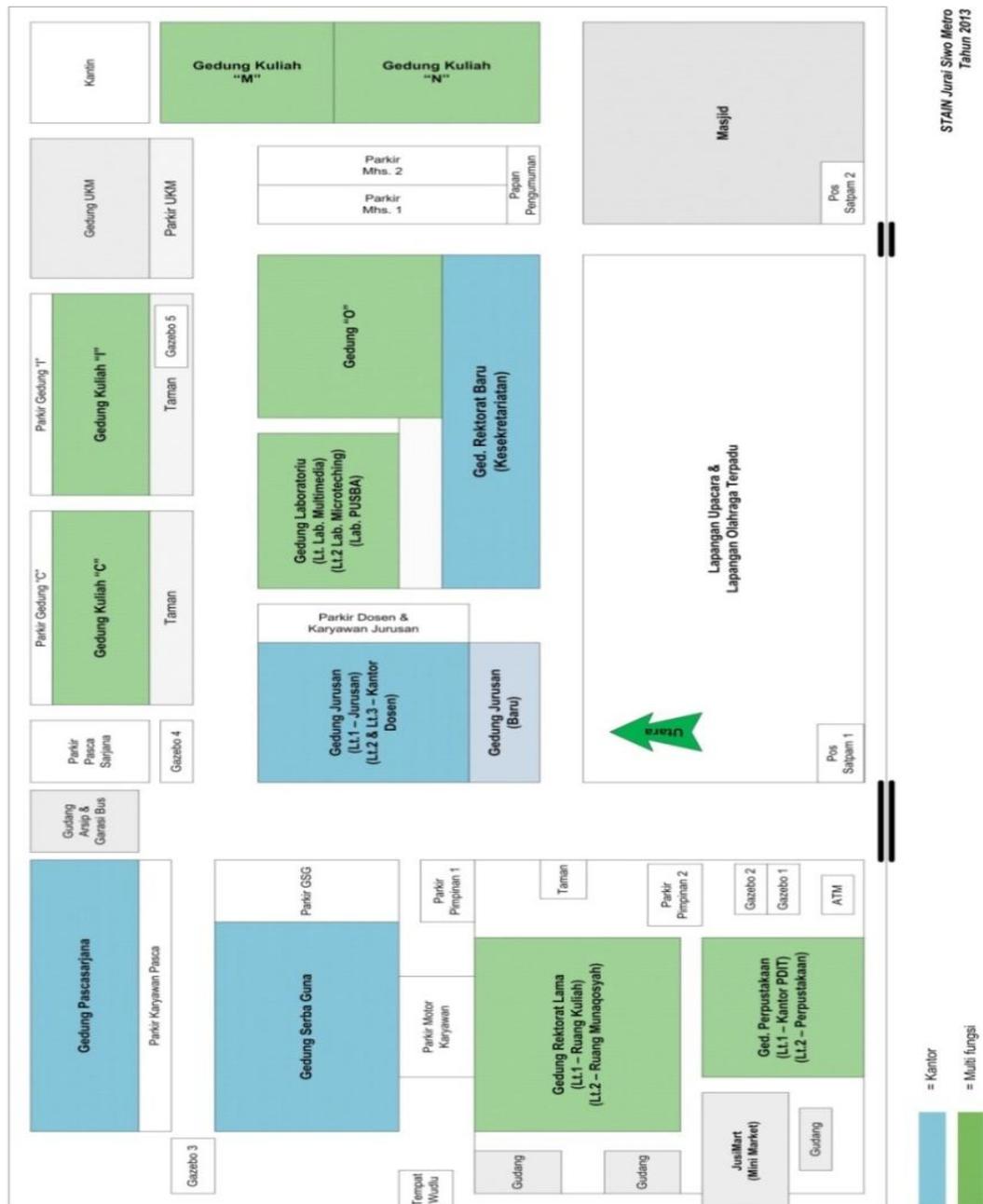
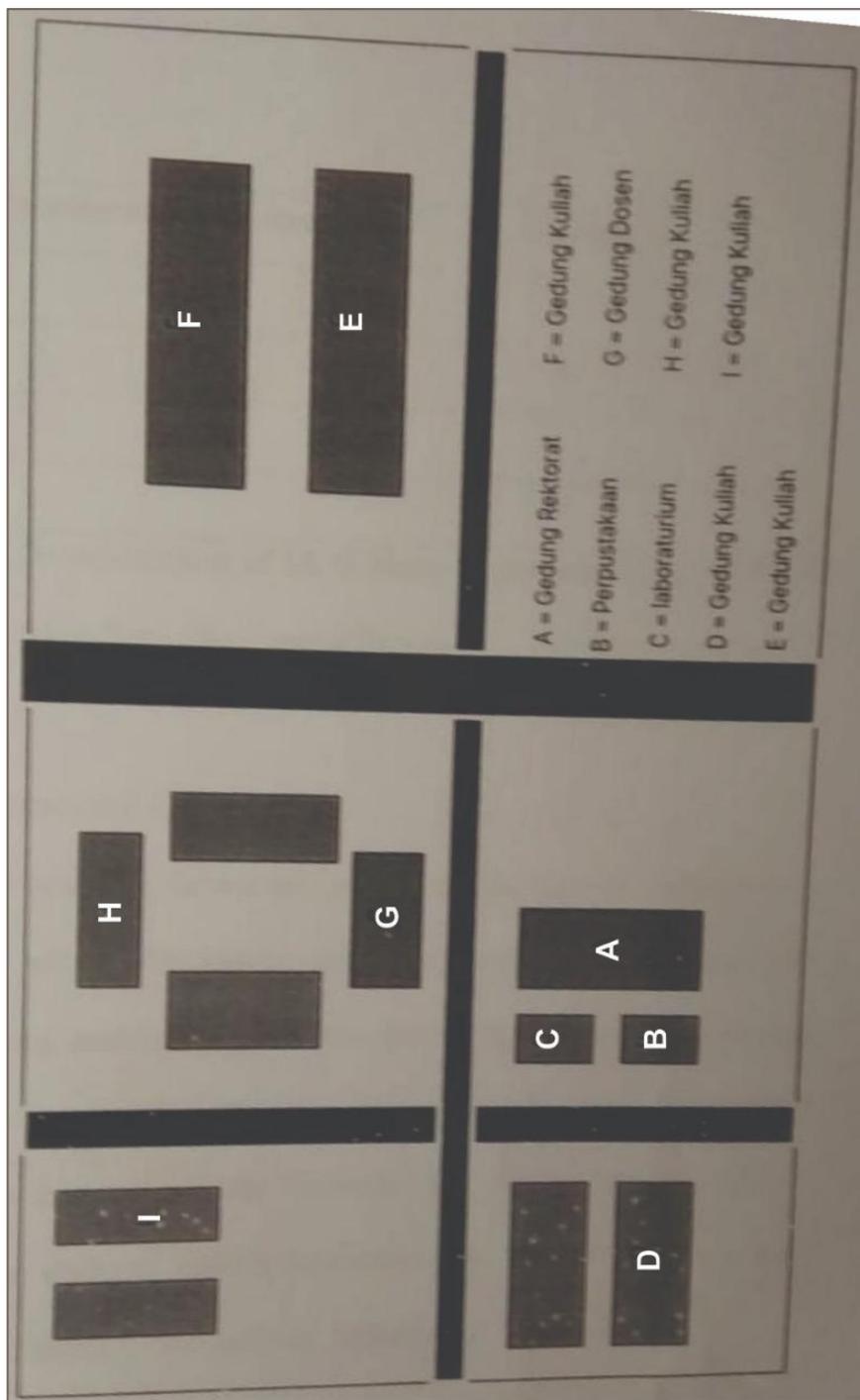


Figure 4

The location sketch of IAIN Metro (Campus 2)



#### 4. The facilities in IAIN Metro

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

**Table 3**  
**Facilities in IAIN Metro**

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

*Source: Documentation of state institute for Islamic studies of metro*

## 5. The Condition of Lecturer and Official Employees

The number of lecturer and official employee at The State Institute for Islamic Studies of Metro in academic year 2018/2019 are 152. Otherwise, there are 32 lecturer non PNS and 19 honorary workers. Therefore, the whole staff of The Institute for Islamic Studies of Metro in the academic year 2018/2019 is 203.

## 6. Students at IAIN Metro

The total of the Students in State Institute for Islamic Studies of Metro in the academic year of 2018/ 2019 are 8426 students.

**Table 4**

**Total of Students State Institute for Islamic Studies of Metro**

No	Departments	Program	Students
1	Tarbiyah Department	English education program (TBI)	1004
		Islamic education program (PAI)	1347
		Arabic education program (PBA)	387
		Islamic elementary school education program (PGMI)	512
		Mathematic education program (TPM)	125
		Biology education program (TPB)	118
		Science social education program	107
		Islamic childhood education program (PIAUD)	146

2	Economy business faculty	D3 Syari'ah banking program (D3 PBS)	222
		S1 Syari'ah banking program (S1 PBS)	924
		Islamic accountant (AKS)	129
		Islamic economy program (Esy)	1139
		Pilgrimage management (MHU)	74
3	Syaria'ah Department	Islamic law program (AS)	480
		Islamic economy law program (HeSy)	742
		Islamic constitutional law (HTNI)	66
4	Islamic announcement and communication Department	Islamic communication and broadcasting program (KPI)	288
		Language and Arabic literature program (BSA)	79
		Islamic extension guidance (BPI)	74

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

## **7. The Profil of English Education Study Program (TBI)**

English education IAIN program (TBI) is one of strata 1 (S1) majors of Tarbiya faculty in State Institute for Islamic Studies Metro (IAIN) which has established in 2007. Historically, S1 TBI State Institute for Islamic Studies Of Metro came from diploma 3 (D3) English education that was opened in 2002.

The legal and operational license of TBI based on the explanation letter of Islamic education general director no. Dj.I/220.C/2007 in Jakarta on May 28<sup>th</sup>, 2007. According the implementation license of study program from the general director, TBI is located in State Institute for Islamic Studies Of Metro in Jl. Ki Hajar Dewantara 15A Metro City.

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

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

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

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

## **B. Analysis of Research Variable**

In this research, the data were analyzed based on the Miles and Huberman models. There are some steps of this model namely:

### **1. Data Collection**

The reseacher got the data from the students' translation text as the object of the research. The data collection been condcuted on Friday, September 21<sup>th</sup>, 2018. Therefore, the reseacher decided to observe 20 students' translation text of the fifth semester on English Educational Study Program in the academic year of 2018/2019.

### **2. Data Reduction**

The researcher did a reduction by selecting some appropriate data and reducing in inappropriate one. This step shows the selection of the data that is analyzed by selecting focusing, simplifying, and transforming the data that appear in written-up field notes or students' translation text itself. The concentrated data were the use of lexical polisemy itself. In this step, the reseacher also transcribed the interview's result as the documentaion.

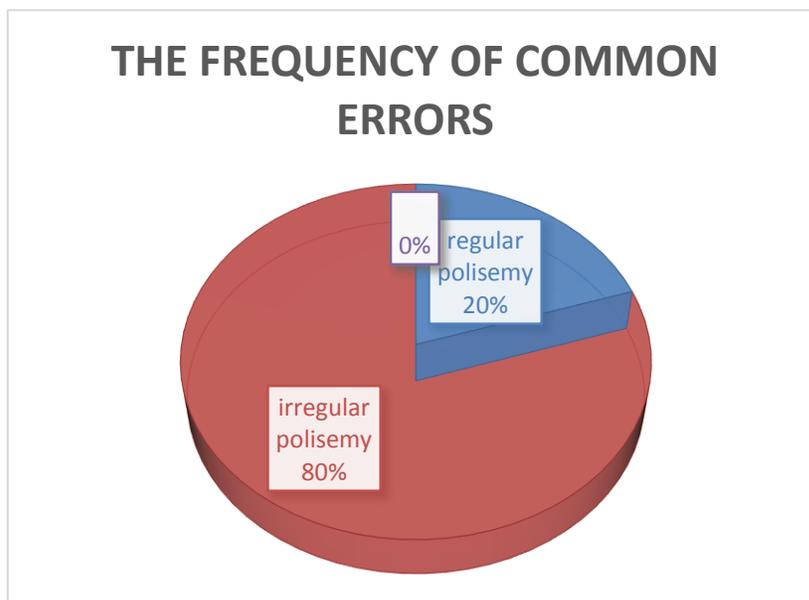
### 3. Data Display

#### a. Documentation

From 20 students' translation text, the researcher found the frequency of the error of regular polisemy are 19 items and irregular polisemy are 76 items. The analysis data resultt is described as follows.

**Figure 5**

**Frequency of Common Errors on The Use of Lexical Polisemy  
of Students' translation Text**



The following charts describe some examples of the common error of using lexical polisemy in students' translation text.

Table 5

## The examples of Error in Regular Polisemy

No	The students' code	English text	The errors of translating in regular polisemy	Analyzing of the errors
1	Students 2	<i>You can book a villa and reading book while drink can of coffee.</i>	<i>Anda dapat memesan villa dan membaca sambil minum kopi dan soda.</i>	The regular polisemy terms for container itself. Correct: Anda dapat memesan villa dan membaca sambil minum beberapa kaleng kopi dan soda.
2	Student 3	<i>You can book a villa and reading book while drink can of coffee.</i>	<i>Anda dapat memesan villa dan membaca sambil minum kopi dan soda.</i>	The regular polisemy terms for container itself. Correct: Anda dapat memesan villa dan membaca sambil minum beberapa kaleng kopi dan soda.
3	Student 4	<i>You can book a villa and reading book while drink can of coffee.</i>	<i>Anda dapat memesan villa dan membaca sambil minum kopi dan soda.</i>	The regular polisemy terms for container itself. Correct: Anda dapat memesan villa dan membaca sambil minum beberapa kaleng kopi dan soda.
4	Student 5	<i>You can book a villa and reading book while drink can of coffee.</i>	<i>Anda dapat memesan villa dan membaca sambil minum kopi dan soda.</i>	The regular polisemy terms for container itself. Correct: Anda dapat memesan villa dan membaca

				sambil minum beberapa kaleng kopi dan soda.
5	Student 6	<i>You can book a villa and reading book while drink can of coffee.</i>	<i>Anda dapat memesan villa dan membaca sambil minum kopi dan soda.</i>	The regular polisemy terms for container itself. Correct: Anda dapat memesan villa dan membaca sambil minum beberapa kaleng kopi dan soda.
6	Student 7	<i>You can book a villa and reading book while drink can of coffee.</i>	<i>Anda dapat memesan villa dan membaca sambil minum kopi dan soda.</i>	The regular polisemy terms for container itself. Correct: Anda dapat memesan villa dan membaca sambil minum beberapa kaleng kopi dan soda.
7	Student 8	<i>You can book a villa and reading book while drink can of coffee.</i>	<i>Anda dapat memesan villa dan membaca sambil minum kopi dan soda.</i>	The regular polisemy terms for container itself. Correct: Anda dapat memesan villa dan membaca sambil minum beberapa kaleng kopi dan soda.
8	Student 9	<i>You can book a villa and reading book while drink can of coffee.</i>	<i>Anda dapat memesan villa dan membaca sambil minum kopi dan soda.</i>	The regular polisemy terms for container itself. Correct: Anda dapat memesan villa dan membaca sambil minum beberapa kaleng kopi dan soda.
9	Student 10	<i>You can book a villa and reading book while drink</i>	<i>Anda dapat memesan villa dan membaca sambil</i>	The regular polisemy terms for container itself.

		<i>can of coffee.</i>	<i>minum kopi dan soda.</i>	Correct: Anda dapat memesan villa dan membaca sambil minum beberapa kaleng kopi dan soda.
10	Student 11	<i>You can book a villa and reading book while drink can of coffee.</i>	<i>Anda dapat memesan villa dan membaca sambil minum kopi atau soda.</i>	The regular polisemy terms for container itself. Correct: Anda dapat memesan villa dan membaca sambil minum beberapa kaleng kopi dan soda.
11	Student 12	<i>You can book a villa and reading book while drink can of coffee.</i>	<i>Dapat memesan villa dan membaca sambil minum kopi atau soda.</i>	The regular polisemy terms for container itself. Correct: Anda dapat memesan villa dan membaca sambil minum beberapa kaleng kopi dan soda.
12	Student 13	<i>You can book a villa and reading book while drink can of coffee.</i>	<i>Anda dapat memesan villa dan membaca sambil minum kopi atau soda.</i>	The regular polisemy terms for container itself. Correct: Anda dapat memesan villa dan membaca sambil minum beberapa kaleng kopi dan soda.
13	Student 14	<i>You can book a villa and reading book while drink can of coffee.</i>	<i>Anda dapat memesan villa dan membaca sambil minum kopi atau soda.</i>	The regular polisemy terms for container itself. Correct: Anda dapat memesan villa dan membaca sambil minum

				beberapa kaleng kopi dan soda.
14	Student 15	<i>You can book a villa and reading book while drink can of coffee.</i>	<i>Anda dapat memesan villa dan membaca sambil minum kopi atau soda.</i>	The regular polisemy terms for container itself. Correct: Anda dapat memesan villa dan membaca sambil minum beberapa kaleng kopi dan soda.
15	Student 16	<i>You can book a villa and reading book while drink can of coffee.</i>	<i>Anda dapat memesan villa dan membaca sambil minum kopi atau soda.</i>	The regular polisemy terms for container itself. Correct: Anda dapat memesan villa dan membaca sambil minum beberapa kaleng kopi dan soda.
16	Student 17	<i>You can book a villa and reading book while drink can of coffee.</i>	<i>Anda dapat memesan villa dan membaca sambil minum kopi atau soda.</i>	The regular polisemy terms for container itself. Correct: Anda dapat memesan villa dan membaca sambil minum beberapa kaleng kopi dan soda.
17	Student 18	<i>You can book a villa and reading book while drink can of coffee.</i>	<i>Anda dapat memesan villa dan membaca sambil minum kopi atau soda.</i>	The regular polisemy terms for container itself. Correct: Anda dapat memesan villa dan membaca sambil minum beberapa kaleng kopi dan soda.

18	Student 19	<i>You can book a villa and reading book while drink can of coffee.</i>	<i>Anda dapat memesan villa dan membaca sambil minum kopi atau soda.</i>	The regular polisemy terms for container itself. Correct: Anda dapat memesan villa dan membaca sambil minum beberapa kaleng kopi dan soda.
19	Student 20	<i>You can book a villa and reading book while drink can of coffee.</i>	<i>Anda dapat memesan villa dan membaca sambil minum kopi atau soda.</i>	The regular polisemy terms for container itself. Correct: Anda dapat memesan villa dan membaca sambil minum beberapa kaleng kopi dan soda.

Based the data above, it is known that the students still made some errors in translating lexical polisemy word. The errors are founded is some categories, including using translate the lexical polisemy. 19 from 20 error items are the errors of translating lexical polisemy, especially in regular polisemy, whereas the other one is the don't error in translating regular polisemy.

Table 6

## The Example of Error in Irregular Polisemy

No	The students' code	English text	The errors in translating of irregular polisemy	Analyzing of the errors
1	Student 1	<ul style="list-style-type: none"> <li>➤ <i>Among hundreds of beautiful thousand island, there lies Pramuka Island.</i></li> <li>➤ <i>As long as vacation in the island you can book a villa.</i></li> </ul>	<ul style="list-style-type: none"> <li>➤ <i>Kepulauan seribu terdapat pulau-pulau pramuka.</i></li> <li>➤ <i>Selama liburan anda dapat menyewa villa.</i></li> </ul>	<p>The irregular polisemy must be disingtion between the meaning of word. Correct:</p> <ul style="list-style-type: none"> <li>➤ <i>Diantara ratusan ribu pulau yang indah, disana terletak pulau pramuka</i></li> <li>➤ <i>Selama liburan anda dapat memesan villa.</i></li> </ul>
2	Student 2	<ul style="list-style-type: none"> <li>➤ <i>Among hundreds of beautiful thousand island, there lies Pramuka Island.</i></li> <li>➤ <i>This island</i></li> </ul>	<ul style="list-style-type: none"> <li>➤ <i>Diantara ratusan pulau yang indah, terdapat pulau pramuka .</i></li> </ul>	<p>The irregular polisemy must be disingtion between the meaning of word. Correct:</p> <ul style="list-style-type: none"> <li>➤ <i>Diantara ratusan ribu pulau yang indah, disana terletak pulau pramuka</i></li> </ul>

		<p><i>holds a diverse variety of scarce marine species.</i></p> <p>➤ <i>This villa completed a garden where you can water a flower.</i></p> <p>➤ <i>This island is suitable for child still green.</i></p>	<p>➤ <i>Pulau ini memiliki bermacam-macam spesies laut yang sangat menakutkan</i></p> <p>➤ <i>Menyelesaikan taman dimana anda dapat menyirami bunga.</i></p> <p>➤ <i>Pulau ini cocok untuk anak yang masih hijau.</i></p>	<p>➤ Pulau ini memiliki bermacam-macam keanekaragaman spesies laut yang langka.</p> <p>➤ Villa ini dilengkapi taman dimana anda dapat menyiram bunga.</p> <p>➤ Pulau ini cocok untuk anak yang masih muda/belia.</p>
4	Student 4	<p>➤ <i>Among hundreds of beautiful thousand island, there lies Pramuka Island.</i></p> <p>➤ <i>It's near a</i></p>	<p>➤ <i>Diantara ratusan pulau yang indah, terdapat pulau pramuka.</i></p>	<p>The irregular polisemy must be disingtion between the meaning of word. Correct:</p> <p>➤ <i>Diantara ratusan ribu pulau yang indah, disana terletak pulau pramuka</i></p>

		<p><i>wood and wells.</i></p> <ul style="list-style-type: none"> <li>➤ <i>This villa completed a garden where you can water a flower.</i></li> <li>➤ <i>This island is suitable for child still green.</i></li> </ul>	<ul style="list-style-type: none"> <li>➤ <i>Ini dekat kayu dan dekat beberapa sumur tua</i></li> <li>➤ <i>Villa ini terdapat taman dimana anda dapat menyiram bunga.</i></li> <li>➤ <i>Pulau ini cocok untuk anak yang masih hijau</i></li> </ul>	<ul style="list-style-type: none"> <li>➤ <i>Ini dekat sebuah hutan dan dekat beberapa sumur tua.</i></li> <li>➤ <i>Villa ini dilengkapi sebuah taman dimana anda dapat menyirami bunga.</i></li> <li>➤ <i>Pulau ini cocok untuk anak yang masih muda/belia.</i></li> </ul>
5	Student 5	<ul style="list-style-type: none"> <li>➤ <i>Among hundreds of beautiful thousand island, there lies Pramuka Island.</i></li> <li>➤ <i>It's near a wood and wells.</i></li> </ul>	<ul style="list-style-type: none"> <li>➤ <i>Diantara ratusan ribu pulau yang indah terdapat satu pulau yang bernama pulau pramuka.</i></li> <li>➤ <i>Dekat dengan kayu dan juga</i></li> </ul>	<p>The irregular polisemy must be disinction between the meaning of word. Correct:</p> <ul style="list-style-type: none"> <li>➤ <i>Diantara ratusan ribu pulau yang indah, disana terletak pulau pramuka</i></li> <li>➤ <i>Ini dekat dengan hutan dan juga</i></li> </ul>

		<ul style="list-style-type: none"> <li>➤ <i>This villa completed a garden where you can water a flower.</i></li> <li>➤ <i>This island is suitable for child still green.</i></li> </ul>	<p><i>beberapa sumur tua.</i></p> <ul style="list-style-type: none"> <li>➤ <i>Ini menyelesaikan taman dimana anda dapat menyiram bunga.</i></li> <li>➤ <i>Pulau ini cocok untuk anak yang masih hijau</i></li> </ul>	<p>beberapa sumur tua.</p> <ul style="list-style-type: none"> <li>➤ Villa ini dilengkapi sebuah taman dimana anda dapat menyirami bunga.</li> <li>➤</li> <li>➤ Pulau ini cocok untuk anak yang masih muda/belia .</li> </ul>
6	Student 6	<ul style="list-style-type: none"> <li>➤ <i>Among hundreds of beautiful thousand island, there lies Pramuka Island.</i></li> <li>➤ <i>And near some old wells</i></li> <li>➤ <i>Immerse yourselves in the clear</i></li> </ul>	<ul style="list-style-type: none"> <li>➤ <i>Diantara ratusan dari keindahan pulau seribu, terdapat pulau pramuka.</i></li> <li>➤ <i>Dan sumber mata air kuno.</i></li> <li>➤ <i>Letakan diri anda di air biru</i></li> </ul>	<p>The irregular polisemy must be disinction between the meaning of word. Correct:</p> <ul style="list-style-type: none"> <li>➤ <i>Diantara ratusan ribu pulau yang indah, disana terletak pulau pramuka pulau pramuka.</i></li> <li>➤ Dan dekat beberapa sumur tua.</li> <li>➤ Benamkan diri anda di air yang</li> </ul>

		<p><i>turquoise water</i></p> <ul style="list-style-type: none"> <li>➤ <i>This villa completed a garden where you can water a flower</i></li> <li>➤ <i>This island suitable for child still green</i></li> </ul>	<p><i>kehijauan.</i></p> <ul style="list-style-type: none"> <li>➤ <i>Ini menyelesaikan taman dimana anda dapat menyiram bunga</i></li> <li>➤ <i>Pulau ini cocok untuk anak yang masih hijau.</i></li> </ul>	<p>biru kehijauan.</p> <ul style="list-style-type: none"> <li>➤ Villa ini dilengkapi taman dimana anda dapat menyiram bunga</li> <li>➤ Pulau ini cocok untuk anak yang masih muda/belia</li> </ul>
7	Student 7	<ul style="list-style-type: none"> <li>➤ <i>Among hundreds of beautiful thousand island, there lies Pramuka Island.</i></li> <li>➤ <i>It's near a wood and wells.</i></li> <li>➤ <i>This villa</i></li> </ul>	<ul style="list-style-type: none"> <li>➤ <i>Diantara ratusan pulau yang indah, ada pulau pramuka.</i></li> <li>➤ <i>Ini dekat kayu dan berdekatan dengan beberapa sumur tua.</i></li> </ul>	<p>The irregular polisemy must be disinction between the meaning of word. Correct:</p> <ul style="list-style-type: none"> <li>➤ Diantara ratusan ribu pulau yang indah, disana terletak pulau pramuk.</li> <li>➤ Ini dekat hutan dan dekat beberapa sumur tua.</li> </ul>

		<p><i>completed a garden where you can water a flower</i></p> <p>➤ <i>This island suitable for child still green</i></p>	<p>➤ <i>Ini menyediakan taman dimana anda dapat menyirami bunga</i></p> <p>➤ <i>Pulau ini cocok untuk anak yang masih hijau.</i></p>	<p>➤ <i>Villa ini dilengkapi taman dimana anda dapat menyiram bunga</i></p> <p>➤ <i>Pulau ini cocok untuk anak yang masih muda/belia</i></p>
8	Student 8	<p>➤ <i>Among hundreds of beautiful thousand island, there lies Pramuka Island.</i></p> <p>➤ <i>Relatively inexpensive island gateway</i></p> <p>➤ <i>You can a book a villa</i></p>	<p>➤ <i>Diantara ratusan pulau yang indah, ada pulau pramuka.</i></p> <p>➤ <i>Gerbang pulau relatif inexpensive dan mudah dijangkau</i></p> <p>➤ <i>Anda dapat mengaitkan villa.</i></p>	<p>The irregular polisemy must be disinction between the meaning of word. Correct:</p> <p>➤ <i>Diantara ratusan ribu pulau yang indah, disana terletak pulau pramuk.</i></p> <p>➤ <i>Gerbang pulau yang relatif murah dan mudah dijangkau</i></p> <p>➤ <i>Anda dapat memesan villa.</i></p>

		<ul style="list-style-type: none"> <li>➤ <i>This villa completed a garden where you can water a flower</i></li> <li>➤ <i>This island suitable for child stil green</i></li> <li>➤ <i>Enjoy a range of activities on this island</i></li> </ul>	<ul style="list-style-type: none"> <li>➤ <i>Ini menyelesaikan kan gardes</i></li> <li>➤ <i>Anak yang masih hijau.</i></li> <li>➤ <i>menikmati aktivitas luar biasa di pulau ini.</i></li> </ul>	<ul style="list-style-type: none"> <li>➤ <i>Villa ini dilengkapi taman dimana anda dapat menyiram bunga</i></li> <li>➤ <i>Pulau ini cocok untuk anak yang masih muda/belia</i></li> <li>➤ <i>Nikmatilah beragam aktivitas di pulau ini</i></li> </ul>
9	Student 9	<ul style="list-style-type: none"> <li>➤ <i>Among hundreds of beautiful thousand island, there lies Pramuka Island.</i></li> <li>➤ <i>Immerse yourselves in the clear turquoise water</i></li> <li>➤ <i>This island</i></li> </ul>	<ul style="list-style-type: none"> <li>➤ <i>Diantara ratusan ribu pulau cantik, terdapat pulau pramuka.</i></li> <li>➤ <i>Manjakan diri anda di air biru kehijauan.</i></li> <li>➤ <i>Villa ini</i></li> </ul>	<p>The irregular polisemy must be disinction between the meaning of word. Correct:</p> <ul style="list-style-type: none"> <li>➤ <i>Diantara ratusan ribu pulau yang indah, disana terletak pulau pramuka.</i></li> <li>➤ <i>Benamkan diri anda di air biru kehijauan.</i></li> <li>➤ <i>Villa ini</i></li> </ul>

		<p><i>completed a garden</i></p> <ul style="list-style-type: none"> <li>➤ <i>Where you can water a flower</i></li> <li>➤ <i>this place completely</i></li> </ul>	<p><i>menyelesaikan taman</i></p> <ul style="list-style-type: none"> <li>➤ <i>Ketika anda dapat menyiram bunga.</i></li> <li>➤ <i>Ini sesuai dengan beberapa permainan.</i></li> </ul>	<p>dilengkapi taman.</p> <ul style="list-style-type: none"> <li>➤ Dimana anda dapat menyiram bunga.</li> <li>➤ Tempat ini dilengkapi dengan beberapa permainan.</li> </ul>
10	Student 10	<ul style="list-style-type: none"> <li>➤ <i>Among hundreds of beautiful thousand island, there lies Pramuka Island.</i></li> <li>➤ <i>And near some old wells</i></li> <li>➤ <i>Immerse yourselves in the clear turquoise water</i></li> <li>➤ <i>This villa</i></li> </ul>	<ul style="list-style-type: none"> <li>➤ <i>Diantara ratusan dari keindahan pulau seribu terdapat pulau pramuka.</i></li> <li>➤ <i>Dan sumber mata air kuno.</i></li> <li>➤ <i>Letakan diri anda di air jernih kehijauan.</i></li> </ul>	<p>The irregular polisemy must be disinction between the meaning of word. Correct:</p> <ul style="list-style-type: none"> <li>➤ Diantara ratusan ribu pulau yang indah, disana terletak pulau pramuka.</li> <li>➤ Dan beberapa sumur tua.</li> <li>➤ Benamkan diri anda di air yang jernih biru kehijauan.</li> </ul>

		<p><i>completed a garden where you can water a flower</i></p> <ul style="list-style-type: none"> <li>➤ <i>You can water a flower every morning</i></li> <li>➤ <i>This island suitable for child still green</i></li> </ul>	<ul style="list-style-type: none"> <li>➤ <i>Ini tentu saja menyediakan taman dimana anda dapat menyiram bunga</i></li> <li>➤ <i>Anda dapat melihat bunga setiap hari.</i></li> <li>➤ <i>Pulau ini cocok untuk anak.</i></li> </ul>	<ul style="list-style-type: none"> <li>➤ <i>Villa ini dilengkapi taman dimana anda dapat menyiram bunga</i></li> <li>➤ <i>Anda dapat menyirami bunga setiap pagi</i></li> <li>➤ <i>Pulau ini cocok untuk anak yang masih muda/belia .</i></li> </ul>
11	Students 11	<ul style="list-style-type: none"> <li>➤ <i>Among hundreds of beautiful thousand island, there lies Pramuka Island.</i></li> <li>➤ <i>This villa completed a garden</i></li> <li>➤ <i>This island suitable for</i></li> </ul>	<ul style="list-style-type: none"> <li>➤ <i>Diantara ratusan pulau yang indah, ada pulau pramuka</i></li> <li>➤ <i>Villa ini menyelesaikan taman.</i></li> <li>➤ <i>Pulau ini cocok</i></li> </ul>	<p>The irregular polisemy must be disinction between the meaning of word. Correct:</p> <ul style="list-style-type: none"> <li>➤ <i>Diantara ratusan ribu pulau yang indah, disana terletak pulau pramuka.</i></li> <li>➤ <i>Villa ini dilengkapi taman.</i></li> <li>➤ <i>Pulau ini cocok</i></li> </ul>

		<i>child stil green</i>	<i>untuk anak yang masih hijau.</i>	untuk anak yang masih muda/belia
12	Student 12	<ul style="list-style-type: none"> <li>➤ <i>Among hundreds of beautiful thousand island, there lies Pramuka Island.</i></li> <li>➤ <i>Under the food and it's near a wood</i></li> <li>➤ <i>This island suitable for child stil green</i></li> </ul>	<ul style="list-style-type: none"> <li>➤ <i>Diantara ratusan ribu pulau yang indah, terdapat pulau pramuka.</i></li> <li>➤ <i>Dibawah kaki gunung dan dekat kayu.</i></li> <li>➤ <i>Pulau ini cocok untuk anak yang masih hijau.</i></li> </ul>	<p>The irregular polisemy must be disinction between the meaning of word. Correct:</p> <ul style="list-style-type: none"> <li>➤ Diantara ratusan ribu pulau yang indah, disana terletak pulau pramuka.</li> <li>➤ Dibawah kaki gunung dan dekat hutan.</li> <li>➤ Pulau ini cocok untuk anak yang masih muda/ belia.</li> </ul>
13	Student 13	<ul style="list-style-type: none"> <li>➤ <i>Among hundreds of beautiful thousand island, there lies</i></li> </ul>	<ul style="list-style-type: none"> <li>➤ <i>Diantara ratusan ribu pulau yang indah, da pulau</i></li> </ul>	<p>The irregular polisemy must be disinction between the meaning of word. Correct:</p> <ul style="list-style-type: none"> <li>➤ Diantara ratusan ribu pulau yang indah, disana</li> </ul>

		<p><i>Pramuka island</i></p> <ul style="list-style-type: none"> <li>➤ <i>Under the food and it's near a wood</i></li> <li>➤ <i>This villa completed a garden</i></li> </ul>	<p><i>pramuka.</i></p> <ul style="list-style-type: none"> <li>➤ <i>Dibawah kaki gunung dekat kayu.</i></li> <li>➤ <i>Villa ini menyelesaikan kan taman</i></li> </ul>	<p>terletak pulau pramuka.</p> <ul style="list-style-type: none"> <li>➤ <i>Dibawah kaki gunung dan dekat hutan.</i></li> <li>➤ <i>Villa ini dilengkapi taman</i></li> </ul>
14	Student 14	<ul style="list-style-type: none"> <li>➤ <i>Among hundreds of beautiful thousand island, there lies Pramuka island</i></li> <li>➤ <i>This villa completed a garden</i></li> <li>➤ <i>This island suitable for child stil green</i></li> </ul>	<ul style="list-style-type: none"> <li>➤ <i>Diantara ratusan ribu pulau cantik, ada pulau pramuka</i></li> <li>➤ <i>Villa ini menyelesaikan kan taman.</i></li> <li>➤ <i>Pulau ini cocok untuk anak anak</i></li> </ul>	<p>The irregular polisemy must be disingtion between the meaning of word. Correct:</p> <ul style="list-style-type: none"> <li>➤ <i>Diantara ratusan ribu pulau yang indah, disana terletak pulau pramuka.</i></li> <li>➤ <i>Villa ini dilengkapi taman</i></li> <li>➤ <i>Pulau ini cocok untuk anak yang masih muda/ belia</i></li> </ul>
15	Student 15			<p>The irregular polisemy must be disingtion between the meaning of word.</p>

		<ul style="list-style-type: none"> <li>➤ <i>Among hundreds of beautiful thousand island, there lies Pramuka Island.</i></li> <li>➤ <i>Under the food and it's near a wood</i></li> <li>➤ <i>This island suitable for child stil green</i></li> </ul>	<ul style="list-style-type: none"> <li>➤ <i>Diantara ratusan ribu pulau yang indah, terdapat pulau pramuka</i></li> <li>➤ <i>Dibawah kaki gunung dan dekat kayu</i></li> <li>➤ <i>Pulau ini cocok untuk anak yang masih lincah/ aktif</i></li> </ul>	<p>Correct:</p> <ul style="list-style-type: none"> <li>➤ Diantara ratusan ribu pulau yang indah, disana terletak pulau pramuka.</li> <li>➤ Dibawah kaki gunung san dekat sebuah hutan</li> <li>➤ Pulau ini cocok untuk anak yang masih muda/ belia</li> </ul>
16	Student 16	<ul style="list-style-type: none"> <li>➤ <i>Among hundreds of beautiful thousand island, there lies Pramuka Island.</i></li> </ul>	<ul style="list-style-type: none"> <li>➤ <i>Diantara ratusan ribu pulau yang indah, terdapat pulau pramuka</i></li> </ul>	<p>The irregular polisemy must be disingtion between the meaning of word.</p> <p>Correct:</p> <ul style="list-style-type: none"> <li>➤ Diantara ratusan ribu pulau yang indah, disana terletak pulau pramuka.</li> </ul>
17	Student 17			<p>The irregular polisemy must be disingtion between the meaning of word.</p>

		<ul style="list-style-type: none"> <li>➤ <i>Among hundreds of beautiful thousand island, there lies Pramuka Island.</i></li> <li>➤ <i>This villa completed a garden</i></li> <li>➤ <i>This island suitable for child still green</i></li> </ul>	<ul style="list-style-type: none"> <li>➤ <i>Diantara ratusan ribu pulau yang indah, terdapat pulau pramuka</i></li> <li>➤ <i>Villa ini menyelesaikan kan taman</i></li> <li>➤ <i>Pulau ini cocok untuk anak yang masih hijau</i></li> </ul>	<p>Correct:</p> <ul style="list-style-type: none"> <li>➤ Diantara ratusan ribu pulau yang indah, disana terletak pulau pramuka.</li> <li>➤ Villa ini dilengkapi taman</li> <li>➤ Pulau ini cocok untuk anak yang masih muda/ belia</li> </ul>
18	Student 18	<ul style="list-style-type: none"> <li>➤ <i>Among hundreds of beautiful thousand island, there lies Pramuka Island.</i></li> <li>➤ <i>Under the food and it's near a wood</i></li> </ul>	<ul style="list-style-type: none"> <li>➤ <i>Diantara ratusan pulau yang indah, adalah pulau pramuka</i></li> <li>➤ <i>Dibawah kaki gunung dan itu</i></li> </ul>	<p>The irregular polisemy must be disingtion between the meaning of word.</p> <p>Correct:</p> <ul style="list-style-type: none"> <li>➤ Diantara ratusan ribu pulau yang indah, disana terletak pulau pramuka.</li> <li>➤ Dibawah kaki gunung dan pulau</li> </ul>

		<ul style="list-style-type: none"> <li>➤ <i>This villa completed a garden</i></li> <li>➤ <i>This island suitable for child still green</i></li> </ul>	<p><i>dekat kayu</i></p> <ul style="list-style-type: none"> <li>➤ <i>Villa ini menyelesaikan taman</i></li> <li>➤ <i>Pulau ini cocok untuk anak yang masih hijau</i></li> </ul>	<p>itu dekat sebuah hutan</p> <ul style="list-style-type: none"> <li>➤ <i>Villa ini dilengkapi taman</i></li> <li>➤ <i>Pulau ini cocok untuk anak yang masih muda/ belia</i></li> </ul>
19	Student 19	<ul style="list-style-type: none"> <li>➤ <i>Among hundreds of beautiful thousand island, there lies Pramuka Island.</i></li> <li>➤ <i>This villa completed a garden</i></li> <li>➤ <i>This island suitable for child still green</i></li> </ul>	<ul style="list-style-type: none"> <li>➤ <i>Diantara ratusan pulau yang indah, ada pulau pramuka</i></li> <li>➤ <i>Villa ini menyelesaikan taman</i></li> <li>➤ <i>Pulau ini cocok untuk anak yang masih hijau</i></li> </ul>	<p>The irregular polisemy must be disingtion between the meaning of word. Correct:</p> <ul style="list-style-type: none"> <li>➤ <i>Diantara ratusan ribu pulau yang indah, disana terletak pulau pramuka.</i></li> <li>➤ <i>Villa ini dilengkapi taman</i></li> <li>➤ <i>Pulau ini cocok untuk anak yang masih muda/ belia</i></li> </ul>
20	Student 20			<p>The irregular polisemy must be disingtion between the</p>

		<ul style="list-style-type: none"> <li>➤ <i>Among hundreds of beautiful thousand island, there lies Pramuka Island.</i></li> <li>➤ <i>Under the food and it's near a wood</i></li> <li>➤ <i>This villa completed a garden</i></li> <li>➤ <i>This island suitable for child still green</i></li> </ul>	<ul style="list-style-type: none"> <li>➤ <i>Diantara ratusan pulau yang indah, ada pulau pramuka</i></li> <li>➤ <i>Dekat kaki gunung dan dekat kayu</i></li> <li>➤ <i>Villa ini menyelesaikan ka taman</i></li> <li>➤ <i>Pulau ini cocok untuk anak yang masih hijau</i></li> </ul>	<p>meaning of word. Correct:</p> <ul style="list-style-type: none"> <li>➤ Diantara ratusan ribu pulau yang indah, disana terletak pulau pramuka</li> <li>➤ Dibawah kaki gunung dan dekat sebuah hutan</li> <li>➤ Villa ini dilengkapi taman</li> <li>➤ Pulau ini cocok untuk anak yang masih muda/ belia</li> </ul>
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Regarding from the data above, it is identified that there are 95 items errors are made by students in translating lexical polisemy especially in irregular polisemy.

The data which shown in table 5 and 6 described some regular and irregular polisemy translation text of fifth semester students of IAIN Metro in

the academic year of 2018/2019. The percentage of those errors will be presented as follows:

**Table 7**

**Classification of Error Analysis on The Use of Lexical Polisemy of Students Translation Text**

<b>No</b>	<b>Students' Code</b>	<b>Regular Polisemy</b>	<b>Irregular Polisemy</b>
1	Student 1	-	2
2	Student 2	1	4
3	Student 3	1	4
4	Student 4	1	4
5	Student 5	1	4
6	Student 6	1	5
7	Student 7	1	4
8	Student 8	1	7
9	Student 9	1	5
10	Student 10	1	6
11	Student 11	1	3
12	Student 12	1	3
13	Student 13	1	3
14	Student 14	1	3
15	Student 15	1	3
16	Student 16	1	1
17	Student 17	1	3
18	Student 18	1	4
19	Student 19	1	4

20	Student 20	1	4
Total		19	76
		95	

The data above show the total errors which were made by the students in translation text. Concerning from the data, it can be found that the students make 95 errors with the detail classification: regular polisemy 19 and irregular polisemy 76 errors. In making the data more clearly understandable, the researcher will present it into percentage form. The percentage will be presented as the following table:

**Table 8**

**Percentage of The Errors**

<b>No</b>	<b>Classification of Errors</b>	<b>Percentage</b>
<b>1</b>	<b>Regular polisemy</b>	<b>20%</b>
<b>2</b>	<b>Irregular polisemy</b>	<b>80%</b>
<b>Total</b>		<b>100%</b>

Regarding with the data above, the researcher got the result of the analysis as follows:

Total errors which were founded in students' translation text are 95 items. Regular polisemy 19 error items (20%), and irregular polisemy have 76 error items (80%). In conclusion, the most common error of using llexical

polisemy in students translation text of IAIN Metro in the academic year of 2018/2019 come from regular polisemy.

**b. Interview**

The researcher conducted the interview on Friday, September 21<sup>th</sup> 2018. The interview is 10 students. The reseacher used unstructured interview to advocate the result of research. 10 prepared questions about students performance and perception of the use of lexical polisemy in translation text are applied. The analyses of interview result are defined as follows:

- 1) Related to question number one. Generally, eight students cohesively answer the same rejoinder. The answer is “I don’t know about lexical polisemy before”. In line with that statment, it can be concluded that the students have the same comprehension of lexical polisemy that they still confuse about lexical polisemy.
- 2) The question number two is about the difficulties to understand the lexical polisemy. Most students answer that they still have difficulties to translate a word and choose the appropriate meaning that equivalent with the sentece, they still didn’t know about the meaning of vocabularry.

- 3) The question number three about the types of lexical polisemy. 8 students answer "I don't know how many kinds of lexical polisemy" and 2 students answer "regular and irregular". The result of question number two advocates why students still make some error in translating text.
- 4) Related to question number four, which is the main problem encountered when translating the lexical polisemy word?, 7 students answer that the main difficulty is to find the meaning that is suitable with the sentence. The students' responses are agreed with the research in which the most common errors of the use of irregular polisemy translation are 80%.
- 5) The question number five is "what is translation?". 6 students answer "translation is to translate the source language to the target language". 4 students said "translation is to translate a language to another language". The result of the question is that the students understand about translation.
- 6) Question number six is about what must be done to be a good translator. Ten students answer that it is to enrich vocabulary and read a book related to language. This result indicates that how the student must learn hard to translate.

- 7) Related to the question number six, "what the thing can help a translator to translate". The most students answer dictionary and google translate. It shows that students still have difficulty to translate a text without help from dictionary and google translate.
- 8) Question number eight is "what do you do first to find a good equivalent?", 7 students answer find in dictionary or google translate, and 3 students answer find in dictionary and then choose the meaning that equivalent in sentence. This result that student to find equivalent word still little because the most students just use from dictionary without choose the appropriate meaning in sentence.
- 9) The question number nine is about the thing that use for find an adequate equivalent in target language. The most students answer google translate.
- 10) Related to question number ten, "what the literature do you have to support your translation work?". the most students answer dictionary.

Referring to interview result, the researcher found some conclusion, those are: (1) The most of students theoretically have already mastered in using lexical polisemy. The errors are caused by lack in comprehension of lexical polisemy themselves. (2) The

difficulties which are founded in translate is the poor of vocabulary that have by students and still difficult to choose the appropriate meaning that equivalent in sentence. (3) The students still need literature to help them to translate text.

#### **4. Conclusion Drawing / Verifying**

The result of analysis is shown that there some errors founded on the use of lexical polisemy translation of students' English Department Study Program. The rrors are classified into two categories; those are regular and irregular polisemy errors.

After every single steps of analyzing the data. the researcher found 19 items of regular polisemy errors (20%), 76 items of irregular polisemy errors (80%). It can be seen that irregular polisemy is take the highest number of error which is found in students' translation text. The statments above are equivalent with the data which is got from interview result in which 8 of 10 students stated that still difficult to translate regular polisemy and find the suitable meaning when translate the text.

## CHAPTER V

### CONCLUSION AND SUGGESTION

#### A. Conclusion

Based on the result of the data analysis, the researcher would like to conclude the researcher as follow:

Several errors of the use of lexical polisemy are still founded in translation text at the fifth semester students of IAIN Metro in the academic year of 2018/2019. The errors of the use of lexical polisemy are classified into two classifications. Those are regular polisemy and irregular polisemy erros. The frequency of regular polisemy are 19 items (20%), irregular polisemy are 76 items (80%). As the result, irregular polisemy have the highest number of common error.

Regarding to the result of data analysis, the researcher conducted the interview result to get the deeper information. Interestingly, most of them actually have already understood the variable but they stil difficulties in choosing the appropriate meaning that suitable in sentence to be a good equivalent translation.

Based on statment above, translation can cover written and spoken forms. It does not use the term equivalent, but message in another language. From this explanation, the most important thing in translation is the message,

it is the message that should be equivalent, not the form. The other important thing, whenever we are talking about lexical polisemy is the involvement of affective and emotive in our mind.

## **B. Suggestion**

The researcher finds that there are still some errors made by the students in translating lexical polisemy meaning. Therefore, she wants to give suggestion as follows:

### 1. To the Teacher

After knowing the area of errors, the teacher is suggested to pay more attention to it and also stress on the material which is difficult for students. They may use a new teaching technique in order to make a better result of the teaching and learning process.

### 2. To the Students

It must be realized that to make errors is human for everyone, moreover in learning target language. The studentss should not worry about making errors. They should use the errors as device in order to learn more about translation, especially translation of lexical polisemy.

### 3. To the Other Writer

Since this study is far from being perfect, it is expected that the other writer can discuss and analyzed the learners' errors deeply

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# **APPENDIXES**

**B. Translate the text into good Indonesia!**

PRAMUKA ISLAND

Among hundreds of beautiful thousand island, there *lies* Pramuka Island. It is under the *foot* of mountain and it's near a *wood* and near some old *wells*. Being one of the favorite destinations of thousand island, this island holds a diverse variety of scarce marine species. *Immerse* yourselves in the clear *turquoise* water and see the beauty of underwater life. Relatively *inexpensive* and accessible island gateway. Pramuka Island offers you a *stunning* panorama and a superb fun experience. For *freshness* as long as vacation the island you can *book* a villa and reading books while drink some *book* while drink can of coffee or soda and see a view beach in the morning and certainly this villa completed a garden where you can *water* a flower every morning. Exactly this island is suitable for child still *green* because this place completely with some toys. Enjoy a range of activities on this island, including snorkeling, diving, fishing and walking side of beach and enjoy the beautiful sunset and sunrise.

**GOOD LUCK!**

Nama : Ahmad Qoniah.  
NPM : 1601070137.

## Pulau Pramoka

Diantara ratusan ~~ada~~ Pulau yang Indah, <sup>kepulauan Sribu,</sup> terdapat Pulau Pramoka, Pulau ini berada dibawah kaki gunung dan berdekatan dengan hutan dan beberapa sumbu tua. menjadi salah satu tujuan wisata favorite di kepulauan Sribu, Pulau ini menyajikan berbagai macam spesies laut yang beraneka ragam. Selamilah indahnya birunya air dan lihatlah ~~keindahannya~~ kehidupan dalam air. Berbagai pulau yang relatif murah dan mudah untuk mengakses. Pulau Pramoka menawarkan pemandangan yang waribisa menakjubkan dan pengalaman yang sungguh sangat menyenangkan, Untuk kenyamanan ~~dan~~ selama liburan anda dapat menyewa villa dan membaca buku sambil menikmati beberapa kaleng kopi atau soda dan ~~metah~~ menikmati pemandangan pantai dipagi hari, dan yang pasti villa ini dilengkapi dengan sebuah kebun, dimana anda dapat menikmati penerangan dalam menyiram ~~dan~~ ~~berbaga~~ bunga setiap pagihari. Tentu pulau ini sangatlah cocok untuk anak yang masih sangat-bella karena tempat ini juga dilengkapi dengan beberapa mainan, Nikmati ~~pengalaman~~ beberapa kegiatan dipulau ini seperti, snorkling, menyelam, memancing dan berjalan di ~~di~~ bibir pantai dan nikmatilah keindahan sunrise dan sunset.

## Pulau Pramuka.

Diantara ratusan ribu Pulau yang indah, <sup>terdapat</sup> Pulau Pramuka. Pulau ini berada dibawah dikaki gunung dan dekat dengan hutan dan beberapa sumur tua. sudah jadi destinasi dari ribuan Pulau, Pulau ini memiliki bermacam-macam spesies laut yang sangat menakutkan. Benamkan diri anda di air biru kehijauan yang jernih tonton kehidupan bawah laut.

Gebang Pulau yang relatif murah dan mudah diakses.

Pulau Pramuka menawarkan panorama yang memukau dan pengalaman yang memukau yang luar biasa.

Untuk kesegaran sebagai hiburan di Pulau anda dapat memesan vila dan membaca buku sambil minum kopi & soda dan melihat pemandangan pantai di pagi hari dan menyelesaikan taman di mana anda dapat

menyiram bunga setiap pagi. Teratnya Pulau ini cocok untuk anak yang masih hijau karena tempat ini sesuai dengan beberapa mainan.

Nikmati berbagai kegiatan di Pulau ini, ~~temp~~ termasuk snorkeling, menyelam, memancing dan berjalan disisi pantai & menikmati sunset dan matahari terbit yang indah

Name : Puji. Rahmawati

Class : C. move D

NPM : 1601070161

## Pulau Pramuka

Diantara ratusan pulau yang indah, <sup>lokasi</sup> ada pulau Pramuka. Pulau tersebut berada di bawah kaki gunung dan dekat kayu serta dekat dengan sumur tua. Salah satu tujuan favorit pulau Seribu-pulau ini memiliki ragam spesies laut yang langka.

Benamkan diri anda di air biru kehijauan yang jernih, dan lihatlah keadaan di bawah laut. Berenang pulau yang murah & mudah di akses. Pulau Pramuka menawarkan panorama yang memukau & pengalaman menyenangkan yang luar biasa.

Untuk kesegaran sebagai liburan di pulau anda dapat memesan vila & membaca buku sambil minum <sup>kesenangan</sup> kopi atau soda & melihat pemandangan pantai di pagi hari & menyelesaikan taman dimana anda dapat menyiram bunga setiap pagi.

Tepatnya pulau ini cocok untuk anak yang masih hijau karena tempat ini menyediakan beberapa mainan. Hukmah berbagai kegiatan di pulau ini termasuk snorkeling, menyelam, memancing & berjalan di sisi pantai & menikmati sunset & matahari terbit yang indah.

Semoga Berhasil



## Pulau Pramuka

Di antara ratusan ribu pulau yang indah, terdapat pulau pramuka. Di bawah kaki gunung dan dekat tepi dan dekat beberapa sumur tua. Salah satu tujuan ~~de~~ favorit dari seribu pulau, pulau ini memiliki beragam spesies laut yang langka. Beramukan diri anda di air laut biru kehijauan yang jernih dan rihatlah kehidupan bawah laut. Berbagai pulau yang relatif murah dan mudah diakses. Pulau pramuka menawarkan panorama yang memukau dan pengalaman menyenangkan yang luar biasa.

Untuk kesegaran sebagai liburan, di pulau anda dapat memesan vila dan membaca buku sambil minum kopi atau soda dan melihat pemandangan pantai di pagi hari dan di vila ini terdapat taman dimana anda dapat menyiram bunga setiap pagi. Tepatnya pulau ini cocok untuk anak yang masih hijau karena tempat ini sesuai dengan beberapa mainan. Nikmati berbagai kegiatan di pulau ini, termasuk snorkeling, menyelam, memancing dan berjalan di sisi pantai dan menikmati ~~suasana~~ ~~udara~~. ~~menikmati~~ ~~suasana~~ matahari tenggelam dan matahari terbit yang indah.

Fizria Eka Saputri  
1501070254

## Pulau Pramuka

Diantara seratusribu pulau yang indah terdapat satu pulau yang bernama Pulau Pramuka. Pulau itu terletak di bawah kaki gunung, dan dekat dengan katu dan juga beberapa sumur tua. Diantaranya salah satu tujuan favorit dari pulau tersebut, pulau ini memiliki beragam spesies laut yang langka. Benamkan diri anda di air biru kehijauan yang jernih dan lihatlah kehidupan bawah laut. Berbagai pulau yang relatif murah dan mudah diakses. Pulau Pramuka menawarkan panorama yang memukau dan pengalaman berperangai yang luar biasa. Untuk kegerasan sebagai liburan pulau, anda dapat memesan villa dan membaca buku sambil menikmati kopi atau soda dan melihat pemandangan pantai di pagi hari dan villa ini menyelesaikan fajar dimana anda dapat menyirami bunga setiap pagi. Tetapi pulau ini cocok untuk anak yang masih hijau. Karena tempat ini sesuai dengan beberapa wahana. Nikmati berbagai kegiatan di pulau ini, termasuk snorkeling, menyelam, memancing dan berjalan di sisi pantai dan menikmati sunset dan matahari terbit yang indah.

## Pulau Pramuka

Diantara ratusan dari keindahan pulau seribu, terdapat pulau Pramuka. terletak ditaki gunung dan dekat dengan hutan dan sumber mata air kuno. menjadi salah satu tujuan wisata favorit dari pulau seribu. Pulau ini memiliki beragam spesies laut yang langka. Letakkan diri anda di air jernih biru kehijauan yang jernih dan lihatlah dan kehidupan bawah laut. Gerbang pulau yang relatif murah dan mudah diakses. Pulau pramuka menawarkan panorama yang memukau dan pengalaman menyenangkan yang luar biasa. Untuk pengedaran sebagai liburan dipulau anda dapat memesan vila dan membaca buku sambil minum kopi atau soda dan melihat pemandangan pantai dipagi hari dan tentu villa ini menyelesaikan taman dimana anda dapat menyirami bunga setiap pagi. Tepatnya pulau ini cocok untuk anak yang masih hijau karena tempat ini sesuai dengan beberapa mainan. Nikmati berbagai kegiatan dipulau ini, termasuk snorkling, menyelam, memancing dan berjalan disisi pantai dan menikmati sunset dan matahari terbit yang indah.

## Pulau Pramula

Di antara ratusan Pulau yang indah, ada Pulau Pramula. Itu di bawah kaki Gunung dan dekat Luwu dan berdekatan dengan beberapa Sumur tua, ini salah satu tujuan favorit dari Pulau Sumba, Pulau ini memiliki beragam spesies laut yang langka. Binamkalah diri anda di air biru kehijauan yang jernih dan lihatlah ledakan di bawah Laut. Gerbang Pulau yang unik Murah dan Mudah diakses. Pulau Pramula menawarkan panorama yang memukau dan pengalaman menyenangkan yang luar biasa. Untuk kegiatan sebagai liburan di Pulau anda dapat memesan villa dan membaca buku sambil minum kopi atau soda dan melihat pemandangan pantai di pagi hari dan bila ini menyediakan taman dimana anda dapat menyiraminya buaya setiap hari. Tempatnya Pulau ini cocok untuk anak karena tempat yg nyaman dan banyak mainan. Nikmati berbagai kegiatan di Pulau ini. termasuk snorkeling, dan menyelam, mancing dan berenang di sisi pantai dan menikmati sunset dan matahari ~~tergelam~~ terbit yg indah.

## pulau Pramuka.

Diantara ratusan pulau yang indah, ada pulau Pramuka. itu dibawah kaki gunung dan dekat kayu dan dekat beberapa rumah tua. Menjadi salah satu tujuan favorit di pulau seribu, pulau ini memiliki beragam spesies laut yang langka, benamkan diri anda di air biru kehijauan yang jernih lihatlah keindahan bawah air. Gerbang pulau relatif meresive dan dapat diakses. pulau Pramuka menawarkan anda panorama yang memukau dan pengalaman menyenangkan yang luar biasa. Untuk kesegaran selama liburan pulau anda dapat mengaitkan villa dan membaca buku sambil minum kopi. atau soda dan melihat pemandangan pantai di pagi hari dan tentu saja villa ini menyediakan gardes. dimana anda dapat menyiram bunga setiap pagi. lepatnya pulau ini cocok untuk anak yang masih hidup. karena tempat ini sesuai dengan beberapa mainan. menikmati aktivitas luar biasa di pulau ini, termasuk snorkeling, menyelam. memancing dan berjalan disisi pantai dan menikmati matahari terbenam dan matahari terbit yang indah.

## Pulau Pramuka

Diantara ratusan ribu pulau cantik, terdapat Pulau Pramuka. Itu berada dibawah kaki gunung dan hutan dan beberapa sumur tua. menjadi salah satu tujuan favorit dari Pulau Seribu, Pulau ini memiliki spesies laut yang langka. manjakan diri anda di air biru kehijauan yang jernih dan lihatlah kehidupan bawah laut. Gerbang pulau yang relatif murah dan mudah diakses. Pulau Pramuka menawarkan panorama yang memukau dan pengalaman menyenangkan yang luar biasa. Untuk refreshing tujuan wisata liburan di pulau anda dapat memesan villa dan membaca buku sambil minum kopi atau soda dan melihat pemandangan pantai di pagi hari dan pastinya villa ini menyelesaikan taman ketika anda dapat menyiram bunga setiap pagi. Di Pulau ini sangat cocok untuk anak yang masih ~~ada~~ kecil karena tempat ini sesuai dengan beberapa permainan, nikmati beberapa kegiatan di pulau ini. Seperti snorkeling, menyelam, mandi dan berjalan di tepi pantai dan menikmati ~~set~~ matahari tenggelam dan matahari terbit yang indah.

## Pramuka Island

Diantara ratusan dari keindahan Pulau Seribu, Terdapat pulau Pramuka. Terletak di kaki gunung dan dekat dengan ~~hutan~~ hutan dan sumber mata air kuno. Menjadi salah-satu tujuan wisata unggulan di Pulau Seribu, Pulau ini memiliki beragam spesies laut yang langka. Letakkan diri anda di air jernih kehijauan dan lihatlah kehidupan di bawah laut. Relatif murah dan mudah diakses. Pulau Pramuka menawarkan panorama yang memukau dan pengalaman yang luar biasa. Untuk kenyamanan liburan di pulau, anda dapat memesan villa dan membaca buku sambil minum ~~air~~ kopi atau soda dan melihat indahnya pantai di pagohari dan villa ini tentunya Mengedarkan taman dimana anda dapat melihat bunga setiap hari. Tepatnya pulau ini cocok untuk anak karena masih asri dan ada banyak mainan.

Nikmati berbagai kegiatan di pulau ini, termasuk snorkeling, menyelam, memancing, dan berjalan di sisi pantai dan menikmati matahari tenggelam dan terbit yang indah

Pulau Pramuka

Diantara ratusan pulau yang indah ada pulau Pramuka. Ini dibawahi kaki gunung dan dekat beberapa Samudra tua. Menjadi salah satu tujuan favorite dipulau Seribu, pulau ini memiliki beragam spesies laut yang langka. Berantakan diri anda di air biru kehijauan yang jernih dan lihatlah kehidupan bawah laut. Gerbang pulau yang relatif murah dan mudah diakses. Pulau Pramuka menawarkan panorama yang memukau dan pengalaman menyenangkan yang luar biasa. Untuk kesegaran sebagai liburan di pulau anda dapat memesan Villa dan membaca buku sambil minum kopi atau soda dan melihat pemandangan pantai di pagi hari dan tentu saja Villa ini menyelesaikan taman dimana anda dapat menghirup bunga setiap pagi. Tepatnya pulau ini cocok untuk anak yang masih hippu karena tempat ini sesuai dengan beberapa Mainan. Nikmati berbagai kegiatan dipulau ini, termasuk snorkeling, menyelam, Memancing dan berjalan disisi Pantai dan Manikmati Matahari terbenam dan Matahari terbit yang indah.

## Pramuka Island. (Pulau Pramuka).

Diantara ratusan ribu pulau yang indah, terdapat Pulau Pramuka.  
Dibawah kaki gunung dan dekat (kayu) dan dekat beberapa sumur tua. Salah satu tujuan favorit dari Pulau Sribu, Pulau ini memiliki beragam spesies laut yang langka. Benamkan spesies ~~laut~~ yang langka diri dalam air biru kejauhan yang jernih dan lihatlah kehidupan bawah laut.

Seorang pulau yang relatif murah dan mudah diakses. Pulau

Pramuka menawarkan panorama yang memukau dan pengalaman menyenangkan yang luar biasa. Untuk kesegaran sebagai liburan di pulau dapat memesan Vila dan membaca buku sambil minum kopi atau soda dan melihat pemandangan Pantai di pagi hari yang cerah.

Tepatnya pulau ini cocok untuk anak yang masih tuju karena tempat ini sesuai dengan beberapa permainan. Nikmati berbagai kegiatan di pulau ini termasuk snorkeling, menyelam, memancing dan berjalan di sisi Pantai dan menikmati sunset dan matahari terbit yang indah.

## Pulau Pramuka

Diantara ratusan ribu pulau yang indah, ada pulau pramuka. Terletak di bawah kaki gunung dan dekat dengan kraya dan beberapa sumur tua, menjadi salah satu tujuan favorit dari pulau seribu, pulau ini memiliki beragam spesies laut yang langka. Benamkan diri Anda di air biru kehijauan yang jernih dan lihatlah kehidupan bawah laut. Berbang pulau yang relatif murah dan mudah diakses. Pulau pramuka menawarkan panorama yang memukau dan pengalaman menyenangkan yang luar biasa. Untuk kesegaran sebagai liburan di pulau Anda dapat memesan villa dan membaca buku sambil minum kaleng kopi atau soda dan melihat pemandangan pantai di pagi hari dan pasti villa ini menyediakan teman di mana Anda dapat menyiram bunga setiap ~~hari~~ pagi. Tepatnya pulau ini cocok untuk anak yang masih muda karena tempat ini sesuai dengan beberapa makan. Nikmati berbagai kegiatan di pulau ini, termasuk snorkeling, menyelam, memancing dan berjalan di sisi pantai dan menikmati sunset yang indah.

## Pulau Pramuka

Diantara ratusan ribu pulau cantik, ada pulau Pramuka. Pulau itu berada di bawah hamparan gunung dan hutan dan dekat beberapa gunung tua. Menjadi salah satu tujuan favorit dari Pulau Seribu, Pulau ini memiliki beragam spesies laut yang langka. Benamkan diri anda di air biru kehijauan yang jernih dan lihatlah kehidupan bawah laut. Gerbang pulau yang relatif murah dan mudah diakses. Pulau Pramuka menawarkan panorama yang memukau dan pengalaman menyenangkan yang luar biasa. Untuk kesegaran sebagai liburan di pulau anda dapat memesan villa dan membaca buku sambil minum  kopi  atau soda dan melihat pemandangan pantai di pagi hari dan pastinya villa ini  menyelesaikan  taman di mana anda dapat menghirup bunga setiap pagi. Tepatnya Pulau ini cocok untuk  anak-anak  karena tepat ini sesuai dengan beberapa permainan. Nikmati berbagai kegiatan di Pulau ini, termasuk snorkeling, menyelam, memancing dan berjalan di sisi pantai dan menikmati matahari terbenam dan matahari terbit yang indah.

Semoga berhasil!

Name : Ria Nurriswah

Npm : 1601070162

class : TBI D

## Pulau Pramuka

Diantara ratusan pulau yang indah, <sup>terdapat</sup> pulau Pramuka. Itu dibawah kaki gunung dan dekat <sup>terdapat</sup> kayu dan dekat beberapa Samur tua. Diantara salah satu tujuan favorit dari Pulau Seribu, pulau ini memiliki beragam ~~sepe~~ species laut yang langka. Benamkan diri anda di air biru kehijauan yang jernih dan lihat lah kehidupan bawah laut. ~~g~~ Berbagai pulau yang relatif murah dan mudah diakses. Pulau Pramuka menawarkan panorama yang memukau dan pengalaman menantang yang luar biasa. Untuk kesegaran sebagai liburan di pulau anda dapat memesan Villa dan membaca buku sambil minum <sup>es</sup> kopi atau soda dan melihat Pemandangan pantai di pagi hari, dan Vib ini menyelesaikan teman dimana anda dapat menyiram bunga setiap pagi. tepatnya pulau ini cocok untuk anda yang masih <sup>lincah</sup> ~~aktif~~ karena tempat ini sesuai dengan ~~beberapa~~ beberapa mainan. Nikmati berbagai kegiatan di pulau ini, termasuk snorkeling, menyelam, memancing dan kegiatan disisi pantai dan menikmati sunset dan matahari terbit yang indah

SEMOLA BERTAHAP

## Pulau Pramuka

Diantara ratusan ribu pulau yang indah, <sup>terdapat</sup> Pulau Pramuka. Pulau itu berada dibawah kaki gunung <sup>dan</sup> dekat dengan hutan dan beberapa sumur tua. Sudah menjadi destinasi ribuan pulau, pulau ini memiliki bermacam-macam spesies laut yang <sup>menakutkan</sup>. Benaman/ menyelam di air biru kehijauan yang jernih dan untaikan kehidupan bawah laut. Gerbang pulau yang relatif murah dan mudah untuk diakses. Pulau Pramuka menawarkan panorama yang memukau dan pengalaman menyenangkan yang luar biasa. Demi kesegaran selama liburan dipulau anda dapat memesan villa dan membaca buku sambil minum <sup>keju</sup> kopi atau soda dan melihat pemandangan pantai dipagi hari dan tentu saja villa ini dilengkapi taman dimana anda dapat menyiram bunga setiap pagi. Tepatnya pulau ini cocok untuk anak yang masih muda karena tempat ini sesuai dengan beberapa mainan. Nikmatilah ~~beberapa~~ berbagai kegiatan di pulau ini, termasuk snorkeling, menyelam, memancing dan berjalan di sisi pantai dan menikmati sunset dan matahari terbit yang indah.

~~\_\_\_\_\_~~

## Pulau Pramuka

Diantara ratusan ribu pulau yang indah <sup>terletak</sup> terdapat pulau pramuka. Pulau itu berada dibawah kaki gunung dan dekat dengan hutan serta sumur tua. Sudah menjadi destinasi dari ribuan pulau, pulau ini memiliki bermacam-macam spesies laut yang menakutkan atau ~~menak~~ langka. Benamkan diri anda di air biru kehijauan yang jernih dan lihatlah kehidupan bawah laut. PINTU masuk yang relatif murah dan mudah diakses. Pulau pramuka menawarkan panorama yang memukau dan pengalaman menyenangkan yang luar biasa. Untuk kesegaran sebagai liburan dipulau anda dapat memesan villa dan membaca buku sambil minum <sup>kopi</sup> kopi atau soda dan ~~saus~~ <sup>menyediakan</sup> ~~pasti~~ <sup>dukungan</sup> ~~pasti~~ <sup>hijau</sup> melihat pemandangan dipagi hari. Menyewa villa ini menyelesaikan ~~pasti~~ <sup>hijau</sup> taman dimana anda dapat menyirami bunga setiap ~~pasti~~ <sup>hijau</sup>. Tepatnya pulau ini cocok untuk anak yang masih ~~pasti~~ <sup>hijau</sup> karena tempat ini sesuai dengan beberapa mainan. Termasuk snorkeling, menyelam, memancing dan berjalan di sisi pantai dan menikmati sunset dan matahari terbit yang indah.

## Pulau Pramuka

~~Yang~~ baik Di antara ratusan pulau yang indah, adalah pulau pramuka. Itu dibawah kaki gunung dan itu dekat <sup>karstik</sup> kayu dan dekat beberapa sumur tua. Menjadi salah satu tujuan favorit dari pulau seribu, pulau ini memiliki beragam spesies laut yang langka.. Benamkan diri anda di air biru kehijauan yang jernih dan lihatlah kehidupan di bawah laut. Serbang pulau yang relatif murah dan mudah diakses. Pulau pramuka menawarkan panorama yang memukau dan pengalaman menyenangkan yang luar biasa. Untuk kesegaran sebagai liburan di pulau anda dan dapat memesan villa dan membaca buku sambil minum <sup>sialanya</sup> kopi atau soda dan melihat pemandangan pantai di pagi hari dan tentu saja villa ini <sup>dungkrak</sup> menyelesaikan taman dimana anda dapat bra menyirami bunga setiap pagi. Tepatnya pulau ini cocok untuk anak yang masih <sup>hijau</sup> karena tempat ini sesuai dengan beberapa mainan. Nikmati berbagai kegiatan di pulau ini, termasuk Snorkling, menyelam, memancing. dan berjalan di sisi pantai dan menikmati sunset dan matahari yang indah.

## Pulau Pramuka

Yang baik diantara ratusan pulau yang indah <sup>tersebut</sup> adalah Pulau Pramuka. Itu dibawah kaki gunung dan itu near <sup>tersebut</sup> kayu dan dekat beberapa sumur tua. Menjadi salah satu tujuan <sup>tersebut</sup> favorit dipulau Seribu. Pulau ini memiliki beragam species laut yang langka. Benamkan diri anda di air biru kehijauan yang jernih dan lihatlah kehidupan bawah laut. Pulau gateway relatif mudah dan mudah diakses. Pulau Pramuka menawarkan panorama yang menakjubkan dan pengalaman menyenangkan yang luar biasa. Untuk kesegaran, seperti bersantai sebagai liburan pulau anda dapat memesan villa dan membaca buku sambil minum beberapa <sup>varian</sup> kopi atau joda dan melihat pemandangan pantai dipagi hari dan tentu saja villa ini <sup>tersebut</sup> menawarkan <sup>tersebut</sup> aman dimana anda dapat menyiram bunga setiap pagi. Tepatnya pulau ini cocok untuk anak yang masih <sup>tersebut</sup> hijau karena tempat ini sesuai dengan beberapa mainan. Nikmati berbagai kegiatan dipulau ini. Termasuk Snorkeling, menyelam, memancing, dan berselan disisi pantai dan menikmati matahari terbenam yang indah dan matahari terbit.

## **Result Of Interview**

### Student 1

1. A word that have multiple meaning.
2. Yes, is it.
3. Two.
4. I don't know the meaning of vocabularry.
5. Translation is transferring the meaning.
6. Reading book, and other literature.
7. Dictionary.
8. Finding in dictionary and choose the meaning that suitable.
9. Google translate.
10. Dictionary.

Student 2

1. I don't know
2. Yesd, it is difficult.
3. I also don't know yet.
4. The word that has meaning not appropraite in dictionary.
5. Translation is change the language to the others.
6. Reading literature.
7. Dictionary.
8. Searching in goggle translate.
9. Book.
10. Dictionary.

Student 3

1. Polisemy is the meaning that have in word that a lot of.
2. Yes .
3. I forget it.
4. If I find a word that I dont know the vocabullary.
5. Translation change the language in Indonesia.
6. Enrich vocabullary.
7. Dictionary.
8. Searching in internet.
9. Finding in google translate.
10. Dictionary.

Student 4

1. I don't know.
2. Sure.
3. I don't know yet.
4. Don't know the meaning.
5. Translation is changing the word to others.
6. Reading a lot of dictionary.
7. Dictionary.
8. Finding in dictionary and choose the meaning.
9. Google translate.
10. Dictionary.

Student 5

1. Polisemy is multiple meaning.
2. Yes.
3. Two
4. Don't know the meaning before.
5. Translation is translating language.
6. Reading literature.
7. Dictionary
8. Finding in google translate.
9. Google translate.
10. Dictionary.

Student 6

1. I don't know
2. Yes.
3. I also don't know yet.
4. Choose the meaning that equivalent.
5. Translation is cahingng language to source to target language.
6. Have a lot of vocabularry.
7. Dictionary.
8. Searching in internet.
9. Google translate.
10. Dictionary.

Student 7

1. I don't know.
2. Yes.
3. I don't know.
4. Translate the word that don't know vocabulary.
5. Translation is transferring message to other language.
6. Reading a lot of book.
7. Dictionary.
8. Finding in dictionary.
9. Google translate.
10. Dictionary.

Student 8

1. I don't know
2. Yes.
3. I also don't know.
4. Translate the idiom.
5. Translation is changeing the meaning.
6. Enrich vocabullary.
7. Dictionary.
8. Finding in dictionary.
9. Google translate.
10. Dictionary.

Student 9

1. I don't know
2. Yes.
3. I don't know.
4. Translating the word meaning.
5. Translation is referring the meaning of language.
6. Reading book.
7. Dictionary.
8. Searching internet.
9. Internet.
10. Google translate.

Student 10

1. Polisemy is meaning that has other meaning.
2. Yes.
3. Two.
4. Translating and choose meaning.
5. Translation is translating word in other language.
6. Enrich vocabulary and study hard.
7. Dictionary.
8. Finding in dictionary and choose the meaning.
9. Dictionary.



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

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

Nomor : 1927 /In.28.1/J/PP.00.9/6/2018  
Lamp : -  
Hal : **BIMBINGAN SKRIPSI**

04 Juni 2018

Kepada Yth:

1. Dr. Umi Yasiwah, M.Hum
2. Syahreni Siregar, M.Hum

Dosen Pembimbing Skripsi

Di -

Tempat

*Assalamu'alaikum Wr. Wb.*

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

Nama : Umi Khazirotul Azizah  
NPM : 14127797  
Fakultas : Tarbiyah dan Ilmu Keguruan  
Jurusan : Tadris Bahasa Inggris  
Judul : An Error Analysis On Using Lexical Polisemy Translation At The English Department Of IAIN Metro In The Academic Year Of 2017/2018

Dengan ketentuan sebagai berikut:

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

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

*Wassalamu'alaikum Wr. Wb.*



Ketua Jurusan TBI,

A. Subhan Roza, M.Pd

NIP. 197506102008011014

## SURAT KETERANGAN

Ketua JURUSAN Tadris Bahasa Inggris menerangkan bahwa:

Nama : UMI KHAZIROTU AZIZAH

NPM : 14127797

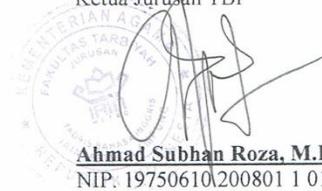
Fakultas : TARBIAH

Angkatan : 2014

Telah menyerahkan buku berjudul : *Political discourse analysis*

Metro,

Ketua Jurusan TBI



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

## SURAT KETERANGAN

Ketua JURUSAN Tadris Bahasa Inggris menerangkan bahwa:

Nama : UMI KHAZIROTU AZIZAH

NPM : 14127797

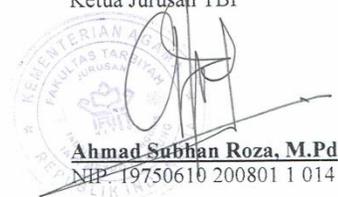
Fakultas : TARBIAH

Angkatan : 2014

Telah menyerahkan buku berjudul : *Political discourse analysis*

Metro,

Ketua Jurusan TBI



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



**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  
Telp (0725) 41507; Faks (0725) 47296; Website: digilib.metrouniv.ac.id; pustaka.iain@metrouniv.ac.id

**SURAT KETERANGAN BEBAS PUSTAKA  
Nomor : P-0607/In.28/S/OT.01/07/2018**

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

Nama : UMI KHAZIROTUL AZIZAH  
NPM : 14127797  
Fakultas / Jurusan : Tarbiyah dan Ilmu Keguruan / Tadris Bahasa Inggris

Adalah anggota Perpustakaan Institut Agama Islam Negeri (IAIN) Metro Lampung Tahun Akademik 2017 / 2018 dengan nomor anggota 14127797.

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

Demikian Surat Keterangan ini dibuat, agar dapat dipergunakan seperlunya.

Metro, 18 Juli 2018  
Kepala Perpustakaan,



Drs. Mokhtaridi Sudin, M.Pd.  
NIP. 195808311981031001



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

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

Nomor : 3018/In.28/B.3/TL.00/09/2018  
Lampiran : 1 (satu) bundel  
Perihal : Balasan Permohonan Data Penelitian

04 September 2018

Kepada Yth.  
Umi Khazirotul Azizah  
di  
Tempat

*Assalamu'alaikum Wr. Wb.*

Menindaklanjuti surat Saudara tanggal 14 Agustus 2018 perihal permohonan data penelitian, maka dengan ini kami memberikan data penelitian terlampir kepada:

Nama : **Umi Khazirotul Azizah**  
NIM : 14127797  
Fakultas : Tarbiyah dan Ilmu Keguruan  
Jurusan : Tadris Bahasa Inggris  
Judul skripsi : An Error Analysis on Using Lexical Polisemy  
Translation at the English Department of IAIN Metro  
in the Academic Year of 2017/2018

Demikian surat ini kami sampaikan, agar dipergunakan sebagaimana mestinya.

*Wassalamu'alaikum Wr. Wb.*

Kabag Akademik dan Kemahasiswaan,

  
Tri Pramasetia



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

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

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

**SURAT TUGAS**

Nomor: B-2590/In.28/D.1/TL.01/08/2018

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

Nama : UMI KHAZIROTUL AZIZAH  
NPM : 14127797  
Semester : 8 (Delapan)  
Jurusan : Pendidikan Bahasa Inggris

- Untuk :
1. Mengadakan observasi/survey di IAIN METRO, guna mengumpulkan data (bahan-bahan) dalam rangka menyelesaikan penulisan Tugas Akhir/Skripsi mahasiswa yang bersangkutan dengan judul "AN ERROR ANALYSIS ON USING LEXICAL POLISEMY TRANSLATION AT THE ENGLISH DEPARTMENT OF IAIN METRO IN THE ACADEMIC YEAR OF 2017/2018".
  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 : 08 Agustus 2018

Mengetahui,  
Pejabat Setempat

*A Ramasida*

Wakil Dekan I,

*Isti Fatonah*

Dra. Isti Fatonah MA  
NIP. 19670531 199303 2 003





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INSTITUT AGAMA ISLAM NEGERI METRO  
FAKULTAS TARBIYAH DAN ILMU KEGURUAN

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

Nomor : B-2591/In.28/D.1/TL.00/08/2018  
Lampiran : -  
Perihal : **IZIN RESEARCH**

Kepada Yth.,  
REKTOR IAIN METRO  
di-  
Tempat

*Assalamu'alaikum Wr. Wb.*

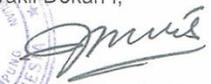
Sehubungan dengan Surat Tugas Nomor: B-2590/In.28/D.1/TL.01/08/2018,  
tanggal 08 Agustus 2018 atas nama saudara:

Nama : **UMI KHAZIROTUL AZIZAH**  
NPM : 14127797  
Semester : 8 (Delapan)  
Jurusan : Pendidikan Bahasa Inggris

Maka dengan ini kami sampaikan kepada saudara bahwa Mahasiswa tersebut di atas akan mengadakan research/survey di IAIN METRO, dalam rangka menyelesaikan Tugas Akhir/Skripsi mahasiswa yang bersangkutan dengan judul "AN ERROR ANALYSIS ON USING LEXICAL POLISEMY TRANSLATION AT THE ENGLISH DEPARTMENT OF IAIN METRO IN THE ACADEMIC YEAR OF 2017/2018".

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

*Wassalamu'alaikum Wr. Wb.*

Metro, 08 Agustus 2018  
Wakil Dekan I,  
  
Dra. Isti Fatonah MA  
NIP 19670531 199303 2 003 f





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

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

Nomor : B-1064/In.28.1/J/TL.00/03/2018  
Lampiran : -  
Perihal : **IZIN PRA-SURVEY**

Kepada Yth.,  
Rektor IAIN METRO  
di-  
Tempat

*Assalamu'alaikum Wr. Wb.*

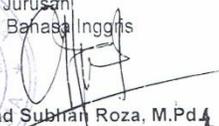
Dalam rangka penyelesaian Tugas Akhir/Skripsi, mohon kiranya Saudara berkenan memberikan izin kepada mahasiswa kami:

Nama : UMI KHAZIROTUL AZIZAH  
NPM : 14127797  
Semester : 8 (Delapan)  
Fakultas : Tarbiyah dan Ilmu Keguruan  
Jurusan : Pendidikan Bahasa Inggris  
Judul : AN ERROR ANALYSIS ON USING LEXICAL POLISEMY  
TRANSLATION AT THE ENGLISH DEPARTMENT OF IAIN  
METRO ACADEMIC YEAR 2017/2018

untuk melakukan *pra-survey* di IAIN METRO.

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

*Wassalamu'alaikum Wr. Wb.*

Metro, 28 Maret 2018  
Ketua Jurusan  
Tadris Bahasa Inggris  
  
Ahmad Subhan Roza, M.Pd.  
NIP. 19750610 200801 1 014





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

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

**FORMULIR KONSULTASI BIMBINGAN**

Nama : Umi Khazirotul Azizah Jurusan/Fakultas : TBI/Tarbiyah & Ilmu Keguruan  
NPM : 14127797 Semester/TA : VIII / 2018

No	Hari/ Tanggal	Hal Yang Dibicarakan	Tanda Tangan
1	Thursday 05/02/18	Revise Research Instrument make the data of analyzing error. (make into table)	

Mengetahui,  
Ketua Jurusan TBI

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

Pembimbing II

**Svahreni Siregar, M. Hum**  
NIP. 19760814 200912 2 004



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

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

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

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

Nama : Umi Khazirotul Azizah  
NPM : 14127797

Jurusan : TBI  
Semester : VIII

No	Hari / Tanggal	Pembimbing		Materi yang Dikonsultasikan	Tanda Tangan Mahasiswa
		I	II		
1.	Kamis 11/9/18	U		acc for research instrument	

Mengetahui,  
Ketua Jurusan TBI

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

Dosen Pembimbing I

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



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

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

**FORMULIR KONSULTASI BIMBINGAN**

Nama : Umi Khazirotul Azizah Jurusan/Fakultas : TBI/Tarbiyah & Ilmu Keguruan  
NPM : 14127797 Semester/TA : VIII / 2018

No	Hari/ Tanggal	Hal Yang Dibicarakan	Tanda Tangan
1	Wednesday 21/03/18	- Revise your title, pra surveyor and problem of study - Study again about Research methodology - Technic Sampling ?	<i>Az</i>
2	Thursday 04/03/18	- Revise technic sampling - Show reference	<i>Az</i>
3	Wednesday 18/04/18	Acc and continue to the first sponsor	<i>Az</i>

Mengetahui,  
Ketua Jurusan TBI

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

Pembimbing II

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



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Telp. (0726) 41507; Faksimili (0725) 47296;  
Website: www.metrouniv.ac.id E-mail: iainmetro@metrouniv.ac.id

**FORMULIR KONSULTASI BIMBINGAN**

Nama : Umi Khazirotul Azizah Jurusan/Fakultas : TBI/Tarbiyah & Ilmu Keguruan  
NPM : 14127797 Semester/TA : VIII / 2018

No	Hari/ Tanggal	Hal yang dibicarakan	Tanda Tangan
1.	Selasa, 24/4 2018	- Revise Chapter i - iii	
2.	Jumat 27/4-18	acc for seminar	

Mengetahui,  
Ketua Jurusan TBI

**Ahmad Subhan Roza, M.Pd.**  
NIP. 19750610 200301 1 014

Dosen Pembimbing I

**Dra. Umi Yawisah, M.Hum**  
NIP.19620424 199903 2 001



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

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

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

Nama : Umi Khazirotul Azizah  
NPM : 14127797

Jurusan : TBI  
Semester : IX

No	Hari/ Tanggal	Pembimbing		Materi yang dikonsultasikan	Tanda Tangan Mahasiswa
		I	II		
1	Thursday 04/10/2018		✓	- Add the data (chapter IV) - Show the Appendix - Revise your abstract	
2	Thursday 25/10/18		✓	Revise again	
3	Thursday 01/11/18		✓	AEC and continue to the first sponsor	

Mengetahui  
Ketua Jurusan TBI

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

Dosen Pembimbing II

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



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

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

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

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

Nama : Umi Khazirotul Azizah  
NPM : 14127797

Jurusan : TBI  
Semester : IX

No	Hari/ Tanggal	Pembimbing		Materi yang dikonsultasikan	Tanda Tangan Mahasiswa
		I	II		
1.	5/11-18	✓		- Revise cover - Revise abstract - Revise chapter IV - Revise chapter V	
2.	Rabu, 7/11-18	✓		- revisi is ok - acc for munasosyal	

Mengetahui  
Ketua Jurusan TBI

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

Dosen Pembimbing I

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

**RESEARCH DOCUMENTATION**



## CURRICULUM VITAE



Umi Khazirotul Azizah wa born in Sukasari, Agust 13<sup>th</sup>, 1996.

She is the second child of Mr. Johar and Mrs. Siti

Rochanifah.she has one sister. It took her 6 years to finish her

Elementary School in SD N 03 Teluk Dalem from 2002-2008.

After finishing her Elemtary School, she continued her study in

Junior High School number 1 of Mataram Baru for three years sine 2008-2011. After

graduating, she dicided to procesees her study in MA Darul Huda Summersari and

finishes it in 2014, subsequently, she enrolles to English Department of IAIN Metro

since 2014-2018