

**AN UNDERGRADUATE THESIS**

**AN ANALYSIS OF THE STUDENTS' ENGLISH TRANSLATING INTO  
INDONESIAN TEXT IN DEEP STRUCTURE TECHNICAL DEVICES  
AT THE FIFTH SEMESTER STUDENTS OF ENGLISH EDUCATION  
STUDY PROGRAM AT STAIN JURAI SIWO METRO  
IN THE ACADEMIC YEAR OF 2013/2014**



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OF JURAI SIWO METRO  
1435 H/ 2014 M**

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**ABSTRACT**

**BY:**

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A good translation should be readable and sounds natural. It can be achieved through a good comprehension of translation strategies especially Deep Structure. However, the students' translation activity of English Education Study Program in STAIN Jurai Siwo Metro is still poor and sounds awkward since they do not master Deep Structure well so that the accuracy level of the translation is low. Therefore this research focuses on analyzing the students' English translating into Indonesian text in the term of Deep Structure phenomena (Transposition, Borrowing, Modulation and Adaptation) and measuring the accuracy level of the phenomena occurring in the translated text.

This research belongs to qualitative research. The sample of the research was 35 students at the fifth semester of English Education Study Program in STAIN Jurai Siwo Metro. The data were taken from each participant's translated texts using observation and documentation. The kinds of text are communicative texts. In whole devices contain 15 Deep Structure phenomena. All of the phenomena were analyzed by contrasting the proper translation text with the translated text produced by the students and the measurement is in the term of accuracy level.

The result of the research shows that the Deep Structure Technical Devices is good enough to apply. After analyzing the phenomena, the researcher found two numbers for each devices. Two numbers of Transposition contain 2 phenomena, two numbers of Borrowing contain 4 phenomena, two numbers of Modulation contain 2 phenomena and the last is two numbers of Adaptation contain 7 phenomena. In the term of accuracy, Modulation is the most accurate among the others as well as has the lowest inaccurate level. On the contrary, in Adaptation phenomena, inaccurate level is mostly happened. Related to the accuracy percentage of Modulation phenomena, there are 94% categorized as accurate, 6% as less accurate, and 0% as inaccurate whereas Adaptation has 45% categorized as accurate, 35% as less accurate and 20% as inaccurate. The students should have good mastery in Deep Structure to improve the accuracy level in their translation. They ought to be able to let themselves free from influential factors of the source language (SL) structure and to express naturally and equivalent translation in target language (TL).

**ANALISIS PENERJEMAHAN TEKS MAHASISWA DARI BAHASA INGGRIS  
KE BAHASA INDONESIA DI DALAM STRUKTUR BATIN PADA  
MAHASISWA SEMESTER 5 PENDIDIKAN BAHASA INGGRIS  
DI STAIN JURAI SIWO METRO TAHUN AJARAN 2013/2014**

**ABSTRAK  
OLEH:  
KHOIRUL IBADIYAH**

Penerjemahan yang baik dapat dengan mudah dibaca dan terdengar wajar. Penerjemahan tersebut dapat dicapai melalui pemahaman yang baik terhadap strategi penerjemahan khususnya Struktur Batin. Namun, hasil penerjemahan mahasiswa Pendidikan Bahasa Inggris (PBI) STAIN Jurai Siwo Metro masih lemah dan terdengar kaku karena mahasiswa tersebut tidak menguasai Struktur Batin dengan baik sehingga tingkat keakurasian penerjemahannya pun masih rendah. Oleh karena itu, penelitian ini fokus dalam menganalisa penerjemahan mahasiswa dari bahasa Inggris ke Indonesia dalam lingkup Struktur Batin (Transposisi, Peminjaman, Modulasi dan Adaptasi) dan mengukur tingkat akurasi pada fenomena yang terjadi dalam teks penerjemahan.

Jenis penelitian ini adalah kualitatif. Sampel penelitian ini adalah 35 mahasiswa semester 5 PBI STAIN Jurai Siwo Metro. Data diambil dari hasil teks terjemahan dengan menggunakan teknik observasi dan dokumentasi. Jenis teks yang diuji adalah teks komunikatif. Dari keseluruhan alat memiliki 15 fenomena Struktur Batin. Keseluruhan fenomena tersebut dianalisa dengan membandingkan hasil teks terjemahan yang baik dengan hasil terjemahan mahasiswa dan lalu diukur dengan tingkat keakurasiannya.

Hasil dari penelitian ini menunjukkan bahwa strategi teknis Struktur Batin cukup baik untuk diaplikasikan. Setelah menganalisa fenomena, peneliti menemukan bahwa terdapat 2 nomor pada tiap strategi. 2 nomor dari Transposisi berisi 2 fenomena, 2 nomor Peminjaman berisi 4 fenomena, 2 nomor Modulasi berisi 2 fenomena dan yang terakhir 2 nomor dari Adaptasi berisi 7 fenomena. Pada tingkat keakurasiannya, Modulasi merupakan yang paling akurat diantara yang lain serta tingkat ketidakakuratan paling rendah. Sebaliknya, pada fenomena Adaptasi, tingkat ketidakakuratan yang paling sering terjadi. Berhubungan dengan persentase keakuratan dari fenomena Modulasi, ada 94% yang digolongkan kedalam akurat, 6% kurang akurat, dan 0% tidak akurat sedangkan Adaptasi memiliki 45% yang digolongkan kedalam tingkat akurat, 35% kurang akurat dan 20% tidak akurat. Mahasiswa setidaknya memiliki penguasaan yang baik pada Struktur Batin untuk meningkatkan tingkat keakurasian pada hasil terjemahan mereka. Mahasiswa harus mampu untuk membiasakan diri mereka dari pengaruh struktur bahasa sumber (Bsu) dan dapat megekspresikan penerjemahan yang alami serta kesetaraan dalam bahasa sasaran (Bsa).

## STATEMENT OF RESEARCH ORIGINALITY

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States that this undergraduate thesis is original except certain parts of it quotes from the bibliography mentioned.

Metro, January 4, 2013

**Khoirul Ibadiyah**  
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## MOTTO

**Indeed his state if he wants something just said to him: "Be!"  
Then there he was. (Q.S Yaasin: 82)**

**Be courteous to all, but intimate with few, and let those few  
be well tried before you give them your confidence. True  
friendship is a plant of slow growth, and must undergo and  
withstand the shocks of adversity before it is entitled to  
the appellation- (George Washington)**

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Alhamdulillahirobbilalamin, Praise is only to Allah SWT, the Most Gracious, the Most Merciful, the Lord of the Universe, so that the researcher finally could finish this undergraduated thesis. May peace be upon our Prophet Muhammad SAW, his families and companions.

This undergraduate thesis entitles “An Analysis of the Students’ English Translating into Indonesian text in Deep Structure Technical Devices at the Fifth Semester Students of English Education Study Program at STAIN Jurai Siwo Metro in the Academic Year of 2013/2014”. The research was held by collecting some of the students’ translation written test. In this research the researcher focuses on analyzing translation performance of the students in STAIN Jurai Siwo Metro in the term of Deep Structure as one of the procedures of translation itself.

Considering to the undergraduate thesis, the researcher offers her big thanks to the Principal of STAIN Jurai Siwo Metro, Mukhtar Hadi, M.Ag, M.Si, Dean of Tarbiyah, Hariplish, M.A., Head of English Education Study Program as well as the advisor, Dedi Irwansyah, M.Hum., and the advisors, Widhiya Ninsiana, M.Hum for the guidance. May Allah SWT gives them His better reward for their spending time to support and guide during the writing process. Her deepest gratitude goes to her parents and all family who are never tired to empower her spirit/passions so that she can keep herself holding on.

The researcher also would like to express her thanks to the lecturers of English Education Study Program who develops her knowledge, the students of English Education Study Program who become partners in studying English. The researcher

additionally, will not let herself forget to appreciate all STAIN staff who always ease the education process of the researcher.

Last but not least, as human being, the researcher completely realizes that her undergraduate thesis still has a plenty of weaknesses. The researcher does apologize for all mistakes she has made in writing and presenting items. All constructive comments and suggestions are very welcomed to measure the quality of this undergraduated thesis. Hopefully, this research can be a meaningful benefit for the writers especially and for our campus and all readers generally in improving the language learning.

Metro, January 4, 2014

The researcher

**KHOIRUL IBADIYAH**  
**STD.N 0953937**

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## CHAPTER I

### INTRODUCTION

#### A. Background of the Study

As many people live in this globalisation era, the technology should be appropriate with it. The sense of competition becomes very cruelly. People respond to compete with other people all over the world with several criterions. Even there is a term that states “the strongest is the winner”. So they need the tools to proof that they can compete among them. One of the tools that can connect them each other is language.

In this huge world, English is the example of crucial language. It because English had been used by many people in entire world. Commonly, they use English not only for communication, also use it to indicate that the particular person is able to get the benefit job, to compare with other people which have more skills that not everyone has it, as a media to measure how intellect person by using their language, that is English itself, and many others.

Most of the states that used English as their first or second language are the superpower states. That is why now English becomes the most familiar language in this world. They often share their expertise on their writing book and of course it in English.

Indonesia as a development country should take more awareness to this situation. At least we can imitate them and observe why are they becoming successful

in their life? Then realizing how we can do as if they done. So it is important for Indonesian to understand well about their succesful secret that is by understanding their language. We should learning and mastering English in order to make a better achievement in life.

Realizing how important English is, Indonesian government decides to enclose English as the compulsory subject that should be taught from Junior High school up to University. Nowadays, English is also learned by students as a complement subject.

On the contrary, the study of English is not easy. When someone going to know and to understand the aim of an English sentence or text, he should transforms the message from one language to another one. In this case for instance transferring the message from English to Indonesian. There are two ways of this transferring process; translation and interpretation. Translation is an exercise which contains in an effort to replace a written message in a native language to the foreign language and interpretation is transferring the meaning from the source language to the target language in an oral way.

Basically, when people are going to translate they have to concern about the form and meaning. Deep structure represents the meaning. It deals with the semantic elements. It aims to the message, idea, thought, or feeling that is moved. Then, surface structure represents the form of the sentence itself. It relates to the

grammatical, lexical and phonological elements. It is also the structural part of language which is actually seen in print or heard in speech.<sup>1</sup>

The researcher believe that when people have already mastering the meaning of the sentence, in this case definitely correlate to the deep structure technical devices, they will surely easy to know what is the aim of the English sentence, so that they will not find the difficulty in comprehending the message of the foreign language. Then finally they can transfer the message into the foreign language properly.

Considering the problems above, the researcher becomes fascinating to know how the Students' English Translating Into Indonesian Text in Deep Structure Technical Devices at the Fifth Semester Students of English Education Study Program at State Islamic College (STAIN) of Jurai Siwo Metro in the academic year of 2013/2014.

After conducting the pre survey on January 23, 2013, the researcher mentioning the result data of mid-term score of the students from A class among 47 students as well as organizing an unstructured/close interview to collect the data among ten students of English Department on the fifth semester of State Islamic College (STAIN) of Jurai Siwo Metro.

Based on the data that the researcher had collected through documentation, the score result of mid-term students of A class in fifth semester shown that there

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<sup>1</sup> Langgeng Budianto. Aan E Fardhani. *A Practical Guide for Translation Skill*, (Malang : UIN-Maliki Press, 2010), p.30-31

were 4 students got good translation (61-75), 32 students got fairly good translation and 11 students got bad translation.

Meanwhile, to support the resource of pre-survey data, the researcher conducted interview which the result can be concluded that the reason why translation difficult to study is in doing translation activity involving the two different languages. It is of course involving different form, moreover different culture, so they often find a wrong perception about this contrasting form. In addition translation has so many methods, techniques and procedures that need to be applied when they are going to do the translation activity, so they often feel confused about this complexity. Moreover, translation is difficult. Furthermore, different people in doing translating activity means different result. Or in other word, different people may interpret different points of view about their perspective in appreciating the language.

Translation is skill. The students assumed that some of people are born to be a good translator, and the other are not. They are lack of communication to the subject lecturer. So it is caused the lack of connection with the lecturer and then they do not really understand what the lecturer's aim. In another case, the students do not know about what deep structure is but they actually have been studied it. So, the researcher conclude that the students do not really understand about deep structure, thus it is crucial for the students to study deeply about deep structure in order to make their translation result better after they mastering and understanding about it.

## **B. Focus of the Research**

In this present research, the researcher focused on analyzing the Students' English Translating Into Indonesian Text in Deep Structure Technical Devices at the Fifth Semester Students of English Education Study Program at State Islamic College (STAIN) of Jurai Siwo Metro in the academic year of 2013/2014.

### **1. Problem Limitation**

In line with the background of the study, the main purpose of this present research is focused on analyzing the Students' English Translating Into Indonesian Text in Deep Structure Technical Devices at the Fifth Semester Students of English Education Study Program at State Islamic College (STAIN) of Jurai Siwo Metro in the academic year of 2013/2014.

The researcher becomes very anxious to know how the students translating English into Indonesian text in the term of the deep structure technical devices used by students. Thus, there will be a result toward this activity and hopefully it will become successful. In this research, the researcher limitates the use of the devices only on Transposition, Borrowing, Modulation and Adaptation because remembering that there were so many devices within.

### **2. Problem Formulation**

In this present research, the researcher formulates the problem on:

- a. How are the Students' English Translating Into Indonesian Text of Deep Structure Technical Devices at the Fifth Semester Students of English

Education Study Program at State Islamic College (STAIN) of Jurai Siwo Metro in the academic year of 2013/2014?

- b. How is the level of accuracy of the Deep Structure Technical Devices phenomena found by the students' translation text result at the fifth semester on English Education Study Program at STAIN Jurai Siwo Metro in the academic year of 2013/2014?

### **3. Objectives of the Study**

According to the above problem formulation, the researcher decided the objective of the study on:

- a. To analyze the students' English translating into Indonesian text in the term of Deep Structure Technical Devices.
- b. To describe the accuracy level of Deep Structure Technical Devices phenomena found in students' translation text result.

### **4. Benefits of the Study**

- a. For the Lecturer:

As the inspiration to the lecturer to make a better way of teaching in translation.

- b. For the Students:

- 1) Giving the contribution as additional knowledge for the students to increase their translation skill namely Deep Structure Technical Devices in translating English into Indonesian text.

- 2) Motivating the students of English Education Study Program to study how important of translation in their life so that they study it deeply.
- c. For the next Researcher
- 1) Giving more knowledge about Deep Structure Technical Devices to the researcher and readers.
  - 2) As a reflection for the next researcher to conduct further study.

### C. Prior Research

The researcher inspires to observe about the Use of Deep Structure Technical Devices in Translating English into Indonesian Text by the research that have been done by the native researcher Alice F. Healy and Andrea G. Levitt.

In this case, the present researcher use this data as the prior research. They were observed on Yale University and Wellesley College in 1978. In their journal which the title is "*The Relative Accessibility of Semantic and Deep-structure Syntactic Concepts*",<sup>2</sup> they were conducted to determine the relative acessibility of semantic and deep-structure syntactic concepts. They organized three experiments, in the experiment 1, in this section, the subjects were forty young men and women who were candidated by posters on the Yale University. They applied a concept-formation task, subject learned the concept "deep-structure subject" more slowly than the case concept "experiencer". The materials weres sixty sentences, 10 of each of six sentence types,were recruited as stimulus.

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<sup>2</sup> Alice F. Healy and Andrea G. Levitt, "*The Relative Accessibility of Semantic and Deep-structure Syntactic Concepts*", *Memory & Cognition*, vol. VI, (May, 1978), p. 518

Then in experiment 2 and 3, they exerted a new identification memory process, the subjects presented more poorly when the sentences to be remembered were contrasted on the ground of deep-structure syntactic relations than when they were contrasted on the ground of semantic correlations.

Finally, the result of this research were favor Fillmore's case grammar, or other semantically based theories, rather than the "standard theory" of Chomsky in a model of linguistic manner. These experiments demonstrate that deep-structure syntactic relations studied were both acquired more slowly and found less readily than the semantic case concepts studied.



## CHAPTER II

### REVIEW OF THE RELATED THEORIES

#### A. The Concept of Translation

##### 1. The Definition of Translation

The term translation is generally defines as rendering the meaning of a text into another language in the way that the author intended the text. Common sense tells that this ought to be simple, as one ought to be able to say something as well in one language as in another.<sup>3</sup>

Another definition is also proposed by Nida and Taber. They assert that translating consists of reproducing in the receptor language, the closest natural equivalence of a source language, firstly in terms of meaning and secondly in terms of style.<sup>4</sup>

In line with the concept of translation, Larson proposes that translation is basically change form. When we speak of the language, we are reffering to the actual words, phrases, clauses, sentences, paragraphs, etc., which are spoken or written. In translation, the form of the source language is replaced by the form of the receptor (target) language.<sup>5</sup>

According to the above theoretical foundation, it is clear that translation is emphasizes in transferring the meaning of a source language or nature language into a

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<sup>3</sup> Peter Newmark. *A Textbook for Translation*, (British : Longman,1998),p.5

<sup>4</sup> Langgeng Budianto. Aan E Fardhani. *A Practical Guide for Translation Skill*, (Malang: UIN-Maliki Press, 2010) p.1

<sup>5</sup> *Ibid.* p.2

target language or a receptor language. It is a reproducing of the text based on the closest natural equivalence of the languages. In other words it can be assumed that a stressed point must be put on the reproduction of the message rather than the conversation of the form or grammatical structures.

Meanwhile, a good translation, surely does not look like translation, it flows commonly as it is authentically written in the foreign language. Therefore grammar and vocabulary also used in the translation are not unusual and awkward. So “translationese” (formal fidelity) have to be prevented as far as possible. In brief, an original equivalence should be arrived in order not to ruin the content and the influence of the purposed message.

Furthermore, in the study of translation, meaning should be given the highest precedence, but of course style is also crucial. It is because the main aim of translation is to communicate the content of the message in the native language into the foreign language. Therefore, it is important to make a revolutionary departures from staid structure in order to have the equivalence in the aimed meaning.

Most of people thought that translation is the process of transferring words from a language into another one, and when they are doing translation, they consider that every single word has the same worth and must be translated properly. Thus, translator should concern about the composition of words that build in a sentence from each paragraph.

In the contrary, translation is the process of transforming message by rebuilding sentence, so that, the new sentence of course will have contrast form and

management of words, especially when the cultural group of language of the native language, for instance English language came from Indo-German (European) language group is crucially contrast from Bahasa Indonesia that came from Melanesian group of language.

Meanwhile, Torop in his theory, explains that translation as a process of converting ideas expressed from one language into another, is embedded in the sociocultural language of a particular context and also described the translation process as basically a boundary crossing between two different languages.<sup>6</sup>

In another definition is also proposed by Jootun, McGhee, and Marland. They highlight that translation in the process in such meaning-making process need to engage with the meanings and discourses to come up with accurate and valid translations.<sup>7</sup>

In line with the above theory, Crystal defines translation as a process where “the meaning an expression in one language (source) is tuned with the meaning of another (target) whether the medium spoken, written or signed”.<sup>8</sup>

Based on the above definitions, it is intelligible that in doing the translation activity, the translator not only need to transfer the ideas from the native language to foreign language, but also to safe the sociocultural value of the language in a specific context in the two contrast language. Translation becomes more difficult when the

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<sup>6</sup> Krishna Regmi. et.al. “*Understanding the Processes of Translation and Transliteration in Qualitative Research*”, International Journal of Qualitative Methods (-, 2010), p.17

<sup>7</sup> *Ibid.* P. 19

<sup>8</sup> *Ibid.* P. 17

meaning of the text should be the priority. It is because meaning have to be bounded to the discourse so that it can be reproduced a perfect result of translation.

As a means of communication, translation is used for multilingual attention, which have at last seem increasingly conspicuously in public places; for tourist publicity, where it is too often produced from the source into the 'target' language by natives as a matter of articles, correspondence, textbooks to communicate information, guidance and suggest for every branch of knowledge.

Translation has been instrumental in bringing culture, sometimes under unequal conditions guilty for misquoted and prejudised translation, ever since countries and languages have been in communication each other. Translation is not exclusively a spreader of culture, but also of the propriety, a strength for advance, could be the example by following the program of opposition to the maintenance of Latin as a superior language of the select, with a result motivation to translating between other languages.

As a technique for studying target languages, translation is a two-edged device: it has the special aim of indicating the learner's knowledge of the target language, either as a form of control or to examine his intellect in order to progress his skill. This is its powerful point in target-language classes, that has to be clearly differentiated from its normal use in transforming meanings and communicating messages.

Thus, translation done in university, which as a discipline is fortunately ordinary taken for granted and uncommonly discussed, often suggests impossible,

spaced renderings, certain of colloquial passages including suitable names and institutional terms.

## **2. Translation within Across the History**

### **a. The Islamic History**

When translation seen from the historical of Islamic study long time ago, translation was the intellectual activity that had been existed since the past. It can be said, the oldest history about the existency of people in this world. In the history of human culture, either in the West or East, translation had been giving the most obvious contribution for the development of science. Through the translation activity, a culture of people can have the progress which cannot be avoid.

In the Eastern historical culture (Arabic-Islamic) for instance, this cultural progressive cannot be separated from the tradition of translating books or creations of the Greek intellectuals. Thus, the advance of Western culture cannot be specified to the translation activity. Whether it had been admitted or not, the developments of Western knowledge had so many moral duties for the transfer of knowledge that is done by the Western intellectuals through translating the creations of the big Muslims intellectual such as: Ibnu Sina (known as Avicena), Ibn Rusyd (known as Averous), etc. The same condition can also be found in the development of knowledge in Japan, where since the Meiji restoration held the translation of foreign books. These above matter had given more reinforcing that translation had the role and contribution that is unavoidable in the development of culture and the science of people.

In East (Arabic-Islamic) the tradition of translation appeared obviously along with the Islamic spreading in every region on the outside of Arabic peninsula. The Muslims generation in the past, do or not, was facing to a tradition or culture of the people whom the Muslims became new place to spread Islam religion. The activity of translation in earlier was going on by two ways. That is orally and translating written-systematic. Many books have been translated into Arabic language; such as from the texts of Greek and Suryani.

When the age of Umayyah government, the activity of translation run individually. It means the deshire of translating a book of non-Arabic (foreign) appeared from each of the individual, not from the government side. It was almost firm that Umayyah government did not give the policy which obviously concerned to the moval of translation at that time. There was only when the caliph administration of Umar bin Abdul Aziz, the government gave little attention towards translation with the permission from Muslims intellectual to translate medicine books into the Arabic language.

Going forward to the Abbasiyah government, the movement of translation had found more obvious form. Different from the Umayyah government, Abbasiyah governments had a high attention to the moval of translating foreign books into Arabic language. Briefly, the moval of translation in this period can be classified into three phases. First, during the caliph of al-Mansur until Harun al-Rasyid, since 136 H-193 H. In this time, there was Ibn Muqaffa who translated a holy book in Indian language entitled *Kalilah wa Dimnah*. Then, in astronomical-mathematic field, caliph

al-Mansyur had ordered an Indian generation to summarize an Indian book entitled *Brahmakabat*. Caliph al-Mansyur then ordered Muhammad bin Ibrahim al-Fazari to translate this book into the Arabic language.

Another Muslim intellectual who had been given deserving in translating foreign literature was Yohna bin Masaweih. The scientist who lived during Harun al-Rasyid had translated many ancient medicine books. Yonha wrote a book about medicine entitled *al-Burhan*. In addition, books of philosophy and logic from the Greek philosophy also became the attention of translators at that time.

The second phase of Abbasyiyah, the translation activity showing the increasing progressiveness. In more broadly scope, the action of Greek philosophy (except Aristoteles) had been translated into the Arabic language. There were creation from Plato, Apollinus, Galen, Ptolemus and Phytagoras which translated into Arabic language. This activity had been supported by the caliph.

In historical of Islamic literature it had been told that chaliph al-Makmun sent a group of Muslims intellectual to go to Constantinopel in order to study, to accumulate and to translate science and philosophy where at that time did not find in Islamic. In this scientific expedition, some of Muslims intellectual involved, such as Yahya bin Bathriq, Muhammad ibn Salam, Hajjaj bin Mathar and Hunain bin Ishaq. These scientists then became famous as 'father' of translator at that time. Yahya ibn Bathriq translated a book *Timothius*, the creation of Plato, Hajjaj bin Mathar translated and gave a clarify explanation of *Almajesthi* book, the creation from Botlemous, and Hunain bin Ishaq translated *al-Siyasah* and *al-Nawamis* which is

written by Plato, meanwhile from Aristoteles, Hunain translated *al-Maqulat*, *al-Ibarat*, *al-Ilyas*, etc.

Because the very big attention from caliph al-Makmun towards the knowledge and desire of translating science and philosophy, then it was built *Bait al-Hikmah*. This place became a focus to go forward the science, where inside it there were so many books that have been translated and studied, also scientist from every level, religions and ethnics, gathering to discuss each other.

The last phase of translation from Abbasyiyah caliph, the activities of translation were led by several famous personage, such as Abu Basyar Matta bi Yunus, Abu Zakariyah Yahya bi Adiy, Sinnan bin Tsabit bi Qurroh and Abu Isa bin Ishaq. This phase perhaps constituted as culmination point from the progressive activities of translation in Arabic-Islamic.<sup>9</sup>

#### **b. The Western History**

In the same manner as Eastern, translation gave very extremely obvious influence for the development of science in Western. Since XII century, Western began translation activity hugely. This activity can brought Western into the stage of *Renaissance*.

The beginning of enlightenment happened in Europe stimulated by the flow of Greco-Muslim science in the increasing number of translation. In other word, the resurgence of science in Eastern (Arabic-Islamic) had given contribution for the scientists of Europe in developing science at the next periods. Many creations in

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<sup>9</sup> M. Faisol Fatawi, *Seni Menerjemah*, (Malang: UIN-Malang Press, 2009), p.159



Arabic language translated into Latin language and Hebrew or Arabic works had language-switched into Spanish language and through these languages, those creations had been translated into the Latin language. Europe had accepted contributions of Muslims intellectual when the re-fallen of Toledo to the Christians in 1085; Cordoba in 1236; Seville in 1248 and Granada in 1492.

About 1200 and 1500, the translation creations in Europe achieved a hundred amount. In mathematic, Adelard from Bath, John from Seville and Robert from Chester had introduced algebra to the European through Latin language. *Spherics* that written by Theodosius translated from Arabic into Latin language. Geometry Euclidian had arrived in Europe through Arabic language translation; Adelard from Bath finished the first translation of Latin language by Euclid from Arabic language, and many others.

Outside of Muslims intellectual creation, King Alfred perhaps can be called as the promotor of the most obvious translation in the tenth century, then Alfric and some of Ireland translators, Italian and Germany. In 1382, Tyndali and Coverdale followed straight of Wyclif to translate the Bible. Afterwards, the translation of Jacques Amyot raised in the middle of public; *Lives of Famous Romans* which written by Plutarch had been translated. In 1579, the creations of Shakespeare such as *Coriolanus*, *Julius Caesar* and *Anony and Cleopatra* had translated into the English. Moreover, there were still many results of European creations.<sup>10</sup>

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<sup>10</sup> *Ibid.* 165

### c. The Indonesian History

Investigating the translation tradition in the Indonesian archipelago, it cannot be separated from the local written tradition. It can be known far away before its own note of historical archipelago had formed. The historical of translation in Indonesia can be divided in three periods; the Indian period, Islamic and European influence.

When Mataram Kahuripan kingdom built, the great indian literature such as Ramayana and Mahabharata had been translated into Javanese language. Then, during Kediri and Singosari kingdom, also arranged the stories based on the written story in *Ramayana* and *Mahabhrata* books. A religious book *Syiwawasana* changed when the king Dharmawangsa and holy book *Arjuna Wiwaha* which was written by Empu Kanwa changed when the time of king Airlangga.

One of the most obvious translation in the age of Indian period, was the raised of bilingualism texts, between Sansekerta and ancient Java. This technique appeared and fulfilled the inportance of Hindu and Budha religionists. A theology creation *Sang Hyang Kemahayanan Mantranayan* and *Sang Hyang Kamahayanikan*, as the evident of this translation technique.

Entering 1600, Arabic script almost fulfilled archipelago's region; Malayan language only written in Arabic language. Concerned to the developments of translation from Arabic into Malayan language, Johns predicted and explained it into three phases. First, interpretation of short quotations in Al-Qur'an into the native language. Second, translation inter-line and notes border. Third, translation a whole line for a whole sentence. Fourth, the Arabic process of Malayan language.

The influence of European language began to raise the result when the age of Dutch by the importance of colonialism in Indonesian archipelago. The most significant of European language translation was the creation of C. F Winter who translated *Serat Cariyos Sewu Satunggil Dalu* from the Dutch language where in earlier had translated in Germany language (*One Thousand and One Night* which published by T. Roorda). Another famous translator was A. F. Von de Wall who translated *Sindbad* and *De Lotgevalen van Djahidi* the creation of uilken into Malayan language.<sup>11</sup>

#### **B. Kinds of Methods in Translation**

Newmark quotes that the differences between translation methods and translation procedures was "*Translation methods related to the whole text and translation procedures are used for sentences and the smaller units of language*".<sup>12</sup> It is mean that methods of translation had bigger scope than translation procedure.

Newmark (1988) in Machali propose two cathegories of translation method.<sup>13</sup> The first method was emphasized to the native language and the second was emphasized to the foreign language. In the first method the translator tries to repeat the contextual meaning of the source language authentically (word for word, literal, faithful and semantic translation) . In the second method the translator tries to produce the similar effect in what the native writer purpose toward the source

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<sup>11</sup> Ibid. 169

<sup>12</sup> Newmark, Peter. "*A Textbook of Translation*", (London: Prentice Hall International Ltd, 1998), p.21

<sup>13</sup> Rochayah Machali. "*Pedoman Bagi Penerjemah*", (Jakarta: Grasindo), p.49

language reader (adaptation, free, idiomatic and communicative translation). Belows are the kinds of the methods in translation as follows:<sup>14</sup>

### **1. Word for Word Translation**

In this methods commonly the words from source language are directly put down to the target language version. The words in source language are translated by the outside of context and the cultural words are translated literally and moved as it is. The main use of word for word translation is either to understand the mechanism of the source language or to explain the meaning of the difficult text as a pre-translation process.

### **2. Literal Translation**

The source language grammatical constructions are changed to their nearest target language equivalent but the lexical word are again translated singly, out of context. As a translation process, this indicates the problem to be solved. For instance in English version "*It's raining cats and dogs*" then in Indonesian becomes "*Hujan kucing dan anjing*". Of course it is make unrealistic meaning but if it is translated using literal method it will be "*hujan deras*" or in English "*heavy rain*".

### **3. Faithful Translation**

A faithful translation is attempt to reproduce accurate contextual meaning of the original within the restriction of the target language grammatical structures. Here, the cultural words are transfer and preserve the degree of grammatical and lexical abnormality (derivation from source language norm) in the translation. This

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<sup>14</sup> Rochayah Machali, *ibid*, p.50

translation is consistently to the meaning and purpose of source language so the translation result sometimes sound awkward and often odd. For example “*Ben is too well aware that he is naughty*” becomes “*Ben menyadari terlalu baik bahwa ia nakal*”. It is clearly that the meaning between source language and target language are nearest but the translation result in target language sounds stiff and it will be more natural if it is compatible to the target language principle so in Indonesian becomes “*Ben sangat sadar bahwa ia nakal*”.

#### **4. Semantic Translation**

Semantic translation is more well-mannered than faithful translation whereas faithful translation sounds more awkward and uncompromise to the target language rule. This translation should considering the source language aesthetics aspects by compromising the meaning as long as in the boundary of naturalness. Additionally, the word which has a little bit cultural content can be translated to the neutral or functional term. Here is the example of semantic translation: “*He is a book-worm*” which is translated into “*Dia (laki-laki) adalah seorang kutu buku*”. This translation result has the functional characteristics (can be easily understood) eventhough there is no cultural equivalent (the idiomatic equivalent in target language).

#### **5. Adaptation**

Adaptation is the freest translation method that nearest to the target language. It is generally used in translating drama and plot but in translation occur the transfer of culture from the source language into the target language and the original text is re-write as well as adapted into the target language. For the example is the drama of

Shakespeare entitled '*Macbeth*' which is adapted by the famous poet WS Rendra and is played on Ismail Marzuki Garden, Jakarta 1994.

## 6. Free Translation

This method constitutes translation which give the priority to the content and sacrifice the form of source language. This translation usually in the form of paraphrasing which can be more longer or shorter than the original version. Free translation is commonly used in mass-media. In Indonesia, this method is often called as "Oplosan". It is because "form" (either rhetoric, for instance the plot or the sentence form) of target language had been changed totally. The example of this method was:

SL : (*Time*, May 28, 1990): Hollywood Rage for Remakes"

TL : (*Suara Merdeka*, 15 juli 1990): "Hollywood Kekurangan Cerita: Lantas Rame-rame Bikin Film Ulang".

## 7. Idiomatic Translation

This method was aimed to reproduce the message of source language text but often using intimate and idiomatic expression which can not be founded in the original version, for instance:

SL : Mari minum bir sama-sama; saya yang bayar.

TL : I'll shout you a beer.

## 8. Communicative Translation

Communicative translation tried to reconstruct the contextual meaning so either audiolingual or content can be understood by the reader. So that the target language version can be directly acceptable. This method observed the principles of communication, that is the reader and the purpose of translation, for example:

SL : Thorns *spines* in old reef sediments.

If the word “*spines*” translate for the experts or Biological scientifics the equivalent word is “*spina*”. If it is translated for the public reader which is more commonly the word can be translated into “*duri*”.

### C. Translation Procedures

Translation procedures refer to the steps of doing translation process correctly. When the translator going to translate, he should take more awareness in the process of converting sentence.<sup>15</sup>

#### 1. Preparation

There are two types of preparation. The first is preparation which the translator should have before beginning the translation task and the second there is the preparation which tries as he starts work on a specific translation exercise. The first type of preparation should have contained training in writing, in linguistics, and in translation principles. While the second one is related to the text to be translated. He will first want to become well studied with the text. To do this he will read the

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<sup>15</sup> Mildred L. Larson (2nd ed), *Meaning-Based Translation: A Guide to Cross-Language Equivalence*, (New York: University Press of America, 1998), p. 519-526

whole text by several times. Next the translator will want to study the background material which is available. The study of background material should also include the study of linguistic matters related to the text.

## **2. Analysis**

The translator should mention any lexical questions which seem to be key words as he reads through the text. One of the steps in analysis should be careful in study of these key words, in order to get a good lexical equivalent in the foreign language. The translator will need to divide it into smaller units and work on one of these at a time if the text is a very long one. Therefore it is crucial to study the groupings of the next text. Special attention should be given to analyzing the opening and the closing of the text.

## **3. Transfer**

Transfer is the process of going from the semantic structure analysis to the initial draft of the translation. The transfer sets up in the mind of the translator. The semantic analysis will have eliminated most of the skewing between the deep and surface structure of the native text. After this is done the translator is faced with changing this meaning into the second language and introducing the acceptable foreign language skewing.

## **4. Initial Draft**

The work of analysis, transfer, and initial drafting are not independent the one of the other. As Nida points out that in analyzing the meaning of a text in a source language, one bears in mind the kinds of problems which one will inevitably face in



the transfer of the meaning into the receptor language. An analysis of the rhetorical structure inevitably involves some considerations of the relationship of rhetorical devices to equivalent devices in the receptor language. In a sense, the translator is engaging in analysis, transfer, and restructuring more or less all at the same time.

As soon as the translator begins making his initial draft, he may find that he needs more information, as far as analysis is affected, and may need to go back for more background reading or check again in the dictionary. As he transfers the meaning, he will not overlook completely the forms of the source text, for there may be times when the best equivalent will be identical to the form used in the native text, but at other times very contrast forms will be used.

### **5. Reworking the Initial Draft**

Reworking the initial draft should not be tried until a bigger component is completed. It is best if the draft has been left untouched for a week or two. In this way translator comes with a fresh look at it and is able to more objective in his evaluation and reworking of it. The reworking of the initial draft includes checking for naturalness and for accuracy.

### **6. Testing the Translation**

There are three major explanations for testing a translation. The translator wants to be sure his translation is accurate, clear, and natural. These three characteristics are critical throughout the translation, so the complete translation must be checked for each one. In any sentence, there may be need for enhancement in accuracy, clarity, or naturalness. It is very easy, as one is translating, to careless

ignore some pieces of information. Sometimes in restructuring, the translator is working hard at getting across the meaning and in so doing calculates information which was not really in the native text.

#### **D. Methods of Testing a Translation**

Methods of testing the translation refer to the particular way of doing translation. It contains the way that the translator should do from the first until the end.<sup>16</sup>

##### **1. Comparison with the Source Language**

One of the main aims of comparison is to check for equivalence of the information content. This check is finished to be sure that all the information is included-nothing omitted, nothing added, and nothing different. The comparison is a self-check; that is, it is done by the translator. The best way to do comparison checks is to have a draft of the translation which is typed with double spacing and wide margins so that concepts can be written in the margin and so that alternatives can be written above the line for later evaluation.

##### **2. Back-translation**

Second way to examine a translation is by having someone else, who is bilingual in the native and foreign languages to make a back-translation of the translated text into the native language. This person takes the translation and points out the meaning he gets from it back into the native language. He should do this without having read the native text that is used by the translator. This back-translation

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<sup>16</sup> *Ibid*, p.534-546

will allow the translator know what is being discussed to this person. A back-translation makes it possible for the translator and a consultant to make a careful comparison with the native text, looking for differences in meaning and for lacking application of translation principles. At the same time, a back-translation is a significant tool. It is especially helpful if the translator wishes to consult with someone who does not speak the foreign language.

### **3. Comprehensive**

The aim of this test is to see whether or not the translation is understood by speakers of the language who have not seen the translation previously. This test may be finished by the translator alone or by some other person especially trained to do this type of testing. Comprehension testing is done with the person who are fluent speakers of the foreign language.

### **4. Naturalness Tests**

The purpose of this test is to observe if the form of the translation is natural and the suitable style. This testing is finished by reviewers. Reviewers are people who are willing to spend time reading through the translation making comments and suggestions. Reviewers should know enough about translation principles to understand what is the meaning by an idiomatic translation. The process used by the reviewers is first to read through the whole section of the translation at one time. After the reviewer has examined for clarity and naturalness, he may also check for accuracy, if he knows the native language well.

## **5. Readability Tests**

These tests are completed by asking someone to read a part of the translation aloud. As they read, the tester will notice any places where the reader hesitates. It is also if he stops and re-reads the sentence, this should be noted as it demonstrates some problems in readability. Sometimes the reader will simply look puzzled when he did not understand why it was said that way. There will also be times when the reader will actually say something different than what is written in the translation.

## **6. Consistency Checks**

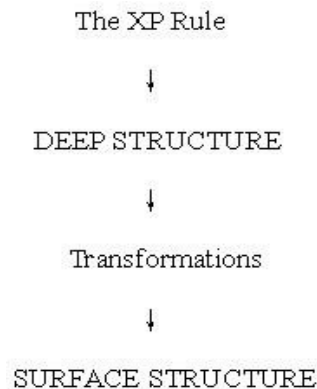
As the translation comes near settlement, it is very important that consistency checks of various kinds be made. Some of these have to do with the technical details of presentation, and some others have to do with the content of the translation. All of those who are testing the translation should be alert for reading problems related to formatting as well as content. Consistency in editing matters requires careful attention. There should be consistency in the spelling of the names of people and places, for instance. This will require a careful proofreading of the whole text.

## **E. A Brief History of Deep Structure**

Chomsky is one of the most famous linguists in modern linguistics studies. His Transformational-generative Grammar (TG) has a rapidly influence in this field since he published his first book *Syntactic Structures* in 1975. In his theory, Chomsky explained that there are two levels of syntactic structure in every sentence. The first is called deep structure or D-structure, which is formed by the XP rule. Deep structure

plays a crucial role in the interpretation of sentences. The second is called surface structure or S-structure, which is formed by using suitable transformations for the deep structure of sentence in question. The following figure may interpret explicitly the relationship between them:<sup>17</sup>

**Figure 2.1: Deep Structure and Surface Structure**



The XP rules make an underlying deep structure which is transformed by transformational rules to manufacture a final surface structure. The surface structure itself is the subject to phonological and morphemic rules.

Additionally, transformation itself means the process of generating the deep structure into the more complicated surface structure of a sentence.<sup>18</sup> Once a type of transformation is applied to the lexical entry of the noun or verb in the deep structure, a certain constituent is introduced to the surface of the NP and VP in the surface structure. What is introduced to the verb headword to form a certain sentence pattern,

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<sup>17</sup> Ying Wu, Runjiang Xu. "The Application of Chomsky's Syntactic Theory in Translation Study" *Journal of Language Teaching and Research* Vol.II Num 2 (March, 2011), p.396

<sup>18</sup> Sanggam Siahaan, "Issues in Linguistics", (Yogyakarta: Graha Ilmu, 2008), p. 23

or a constituent functioning as a modifier of the noun or verb headword to elaborate the structure of NP or VP partially, or the structure of the basic sentence totally to become a complex sentence. The label of transformation applied to generate a constituent into the surface structure is the same with the name of a certain lexical feature, which is generated. The transformation does not change the pattern of the sentence.

This following is the example of the potential lexical entry configuration illustrations of the concord between the noun and verb headword in the deep structure of the sentence:

SP1 → NP: NHW (+noun>, <-human>, <+plural>, <-singular>, <+actor> etc.) and VHW (<+verb>, <+process>, <+material>, etc.)

Mental Dictionary:

<+actor> → man, teacher, bird, etc.

<+material> → breath, teach, sing, etc.

Sentence realization:

1. Man breathes.
2. The teacher teaches.
3. The birds sing.<sup>19</sup>

## F. The Concept of Deep Structure

The term deep structure is basically describes as the underlying meaning of a sentence as it is represented and comprehended in the brain. It serves as a

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<sup>19</sup> *Ibid*, p.28

counterpoint to surface structure, which is the actual written or spoken form of the sentence.<sup>20</sup>

In line to the theory above, deep (semantic) structure is the meaning that serves as the base for translation into another language. Semantic structure is more nearly universal than grammatical structure.<sup>21</sup>

In another way, Chomsky, the most famous linguist proposes that deep structure is where the predicate argument relationships are expressed, and both relates the words of a sentence to its meaning and expresses grammatical generalizations.<sup>22</sup>

From the theoretical descriptions above, it can be concluded that the meaning of deep structure is the stressing point of the meaning of the sentence that generally occur in the human brain or inside. It can be an oral or spoken, and constitute of the relationship to the grammatical generalization. Then the characteristics of meaning (semantic) is more universally than the grammatical one.

In the earlier, this concept was produced by Noam Chomsky (1957) on his book entitle *Syntactic structures* which formulated the theory of transformational grammar. Based on this theory, humans use transformations, as kind of cognitive process, to map structural relationships between sentence referents understood in the linguistic areas of the brain and the actual content of a sentence that is seen or heard.

Transformational grammar separates language into two kinds, namely deep structure

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<sup>20</sup> S. Berger, "What is Deep structure?", in <http://www.wisegeek.com/what-is-deep-structure.htm>. 19 March 2013

<sup>21</sup> Mildred L. Larson (2nd ed), *Meanig-Based Translation: A Guide to Cross-Language Equivalence*, (New York: University Press of America, 1998), p. 29

<sup>22</sup> John Daintith, "Deep Structure", in <http://www.encyclopedia.com/doc/1O11-deepstructure.html>. 2004

and surface structure. Deep structure is the place where the language process actually happened or mentally and surface structure is concrete physical which transformed from the deep structure.

The content of deep structure explains that information associated to each part of a sentence, such as its subjects and predicates, is arranged into abstract pieces inside of the brain. Sentences that are different in terms of their surface structure, such as "*The boy kicked the ball,*" and "*The ball was kicked by the boy,*" can have the same deep structure. The reason for this because the part pieces for every sentence are connected in the same way in the brain, so that humans can understand the sentences as semantically equivalent, even though they are syntactically different. With ambiguous sentences, such as "*I have seen driving man,*" with only one surface structure, multiple structural interpretations can be created by rearranging the component pieces, such as "*I have a man driving,*" or "*I have seen a man driving,*" or "*I have seen a man who normally drives.*"

Deep structure, as explained by Chomsky, was subject to particular rules that are innate in the human brain. These include transformational rules for getting the meaning of the surface structure of a sentence, such as adding an implied object to a sentence: the command "*Just drive!*" becomes an instruction for "*Drive the car,*" by the rule of addition, for instance: Through other transformations, the deep structure of a thought is switched over into grammatically right sentences that can be understood by the listener or reader. These rules, as well as the skill to sustain abstract ideas in the



brain, are innate, according to the theory, so people do not have to be taught to encode language in terms of deep structure; it is a process that occurs automatically.<sup>23</sup>

Basically, when people are going to manage a language, they will process it starting from the inside of the brain through transformational process. It is crucial to make the understanding of linguistic regions of the brain toward the real content of a sentence that is seen or heard. In here, deep structure is giving the information about the part of each sentence. Then explained how sentences are codified inside of the human brain.

Chomsky explained that there is a sentence which is having only one deep structure but has two or more surface structure. For instance “*Aku tresno marang kowe, Aku cinta padamu, I love you, Wo ai ni*” constitute of four surface structures that is transformed from the same deep structure.<sup>24</sup>It is because the part pieces for every sentence are associated in the identical way in the brain, so that people can understand that the sentence has the same equivalent in semantic side, although syntactically they are contrast. This theory also stated that by other transformations, the deep structure of a thought is changed into grammatically right sentences which can be followed by the listener or reader. As well as the skill to sustain abstract points in the brain, are innate, based to the theory, so people do not need to be taught to encode language in terms of deep structure; it is a way that happens automatically.

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<sup>23</sup> *Loc.cit.* S. Berger.

<sup>24</sup> Soeparno. *Dasar-dasar Linguistik Umum*, (Yogyakarta: PT. Tiara Wacana Yogya, 2002), p.54

Translation involved with form and meaning. Form in a contrast way is related to surface structure of a language that deals with grammatical, lexical and phonological aspects. It is the structural aspect of language which is actually seen in published or listened in speech. Meaning is connected to deep structure of a language dealing with semantic aspects. It refers to the message, idea, thought, or feeling that is transferred. A translator needs to understand the concepts and relationships between form and meaning or surface structure and deep structure well. Briefly, it can be said that a surface structure is concrete and visible; whereas, the deep structure is abstract and invisible that happens in internal mind.<sup>25</sup>

Generally, there are three kinds of information in the deep structure analysis of a sentence: (1) categorical information specifying what syntactic categories are present and their hierarchical relationship; (2) functional information such as what constituent is functioning as the logical subject of the sentence, which as the direct object, etc., and (3) sub categorization information reflecting finer specification of the constituents present (the complex symbols as characterized by Chomsky, 1965).<sup>26</sup>

For instance the noun cat is subcategorized as animate, (non-human). However, in order to specify this information especially (1) and (2) above, the deep structure analysis usually does not resemble the surface structure in a variety of ways. The two most important differences between the deep structure and surface structure analysis of a sentence are (1) the order of the constituents in the one relative to the

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<sup>25</sup> *Opcit*, Langgeng Budianto. Aan E.A Fardhani , p. 30

<sup>26</sup> Daniel G. Bobrow. et.al. *An argumented State Transition Network Analysis Procedure*, (Massachusetts: Cambridge University,-) , p.561

other, and (2) the additional structure present in the deep structure not found in the surface structure analysis.

Moreover, a simple sentence such as *the red dog is noisy* has a deep structure analysis paraphrased roughly by *the dog which is red is noisy* where the relative order is changed, this constituent is marked in the surface structure position as out of place and its original position in the deep structure is indicated. In short, the general form of the analysis resembles the surface structure analysis of the sentence, with added indications of moved constituents and where they are located in the deep structure.

#### **G. The Devices in Deep Structure**

Technical devices in deep structure that related to translation refer to the kinds of analysis processes in finding the equivalent message/meaning in target language (TL). The technical devices in deep structure consists of translation, transliteration, transposition, literal, borrowing, modulation and adaptation.<sup>27</sup>

Although it is possible to apply all of these devices in the translation process, it is sometimes also can be some of them, or even only one device involved. It means that they can occur together or only some of them. For better understanding of the technical devices, here are the definition and illustration for each device in deep structure.

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<sup>27</sup> *Opcit.* Langgeng Budianto. Aan E Fardhani, p. 31-34

### 1. Translation.

Translation is changing the sounds of an SL into a TL form. Here are the examples:

**Table 2.1: Examples of Translation**

Indonesia	English	Indonesia	English
Betawi	Batavia	Singapura	Singapore
Ahmad	Achmed	Jepang	Japan

### 2. Transliteration

Transliteration is the process of translating the characters of one alphabet into the characters of another with a different alphabetical system.

Here are the example :

- a. The Russian Cyrillic alphabets into the latin ones
- b. Arabic into Latin

### 3. Transposition

According to Suryawinata and Hariyanto (2003) in Langgeng Budianto and Aan E. Fardhani transposition is the procedure used to translate clauses or sentences.<sup>28</sup> Additionally it entails a grammatical structure replacement/grammatical adjustment from SL with one of the different type in the TL to succeed the same effect.<sup>29</sup> Moreover transposition allows the changing form. It can be plural into singular form and vice versa,<sup>30</sup> the position of adjectives, or the sentence as a whole.<sup>31</sup> Here are the examples :

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<sup>28</sup> *Ibid*, p.18

<sup>29</sup> *Ibid*, p.32

<sup>30</sup> *Op.cit*, M. Faisol Fatawi, p.41

<sup>31</sup> *Opcit*, Langgeng Budianto and Aan E. Fardhani, p.18

Indonesian:

- a. Perlu diketahui bahwa menulis modul membutuhkan waktu lama.
- b. Australia menyatakan bahwa sangat sedikit yang telah dikerjakan untuk target perdagangan.

English:

- a. You should know that the module writing takes much time.
- b. Australia says it has least to do for the trade target.

Meanwhile, according to Newmark (1988), there are four types of transposition:<sup>32</sup>

- 1) Type I : the change from singular to plural or in the position of the adjective.
- 2) Type II : when an SL grammatical structure does not exist in the TL.
- 3) Type III : when literal translation is grammatically possible but may not compatible with the natural usage in the TL.
- 4) Type IV : the replacement of a virtual lexical gap by a grammatical structure.

Simatupang (1999) formulates the categories of transposition as follows:

- 1) Transposition on form level
  - 1.1 transposition of morpheme: ex. Impossible → tidak mungkin, recycle → daur ulang
  - 1.2 Transposition on syntactical level: word → phrase, phrase → clause, phrase → sentence.
- 2) Transposition of word class
  - 1.1 Noun = adjective : ex. He is in doubt → Dia ragu-ragu
  - 1.2 Noun = verb: ex. We had a very long talk → Kami berbicara panjang lebar.
- 3) Transposition of semantic level
  - 1.1 Generic meaning = specific meaning: ex. Sibling → adik, kakak
  - 1.2 Specific meaning = generic meaning: ex. Leg or foot → kaki.

#### 4. Literal

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<sup>32</sup> Anonymus, *Transposition Procedure in Translating Novel Entitles "Twilight"*, (Perpustakaan Universitas Pendidikan Indonesia,-), p.2

Literal is one to one structural and conceptual correspondence. It can be contain borrowings, word for word translation and is as an inter-lingual synonymy.

Here are the examples:

**Table 2.2: Examples of Literal**

English	Indonesia
Eyeball	Bolamata
Horseshoe	Sepatu kuda
Bedbug	Kepinding
Power	Kekuatan
Tina is dancing	Tina sedang menari
Tina has slept	Tina sudah tidur
Five principles	Lima dasar

Literal, or word for word translation is the direct transfer of a SL text into a grammatically and idiomatically appropriate TL text in which the translators' assignment is limited to analyzing the adherence to the linguistic servitudes of the TL.<sup>33</sup>

## 5. Borrowing

Borrowing is a process often used when the TL has no equivalent for the SL units by bringing the words without any changes but sometimes with the adjustments from the spelling or pronunciation. The terms are called untranslatable.

**Table 2.3: Examples of Borrowing**

English	Indonesia
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<sup>33</sup> Basil Hatim and Jeremy Munday, *Translation, an advanced resource book*, (London, New York: routledge Taylor & Francis Group, 2004) p.152

Culture	Kultur
Bamboo	Bambu
Internet	Internet
Modem	Modem
Computer	Komputer

Further, the term borrowing means a word taken directly from another language.<sup>34</sup> Borrowing is used by translator in order to create stylistic effect. For instance, in order to introduce the flavour of the source language (SL) culture into a translation, foreign term may be used, for example “dollar” and “party” from American English, Mexican Spanish food names “tequila” and “tortillas”.

The strong reason for borrowing words is that sometimes people get difficulty in understanding the messages in the translated form. Besides, sometimes people will easily receive the information if it is written in the original form than in translated form. Moreover, sometimes the loan word does not have the translated form or cannot be translated. The common reason for borrowing words is prestige.

## 6. Modulation

Modulation entails a change in lexical elements in shift in the point of view. It is a kind of lexical arrangement. Transposition and modulation may take place at the same time. The following examples of modulation:

- a. Everybody knows Dolly is the place of street-walkers in Surabaya. (street-walkers = WTS)
- b. He just cat-sleeps on his bed room, (cat-sleeps = tidur-tiduran)

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<sup>34</sup> Cut Novita Srikandi, “*Borrowing in the Translation of D.H.Lawrence’s Lady Chatterley’s Lover Into Indonesian*,” (University of North Sumatera Faculty of Letters English Departement Medan, 2009), p.11

- c. The star war between USSR and USA has ended. (star war = persaingan senjata)

Modulation is a variation of the form of the message, obtained by a change in the point of view. This change can be justified when, although literal or even transposed, translation results in a grammatically correct utterance, it is considered unsuitable, unidiomatic or awkward in the TL.<sup>35</sup>

## 7. Adaptation

Adaptation is a process used when the others do not satisfy. It means modifying the concept, or using a situational analogue to the SL situation though not identical to it or the process of adapting the content of the message, so that the target language text will have as detail as possible to the purpose of the SL text and still produce a similar effect. An adaptation may need modulation and transposition all together. Adaptation can cover the substitution of the following aspects:

- a. Letter for letter (Arabic letter to Latin letter)
- b. Morpheme for Morpheme
  - Instruct - mengajar
  - Instructor - pengajar
- c. Word for word
  - Picture - foto
  - Drawing - lukisan
  - Drive - mengemudi
  - Thick - tebal
- d. Phrase for phrase
  - Keep clean - jaga kebersihan
  - A patient lover - kekasih yang penyabar
  - For sale - dijual
- e. Sentence for sentence

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<sup>35</sup> *Opcit*, Basil Hatim and Jeremy Munday.



Mereka pemurah kepada orang miskin

- They are generous to the poor.

f. Paragraph for paragraph

g. Discourse for discourse

Moreover, this technique involves to the different definition that culturally developed in the middle of community. It is occur when something specific to one language culture is expressed in a totally contrast way that is familiar or appropriate to another language culture. It is a shift in cultural environment. Should *pincho* (a Spanish restaurant menu dish) be translated as *kebab* in English.<sup>36</sup>

#### **H. The Assesement of Translation Study**

The assesement of the research is that the deep structure technical devices phenomena will be measured in the level of equivalency.<sup>37</sup> For the phenomena relates to the level between ST and TT, the researcher will also conduct an in-depth examination about the phenomena. Consequently, the researcher will, at first, find the deep structure technical devices phenomena, and then analyze the level of accuracy of each phenomenon.

#### **Table 2.4: The Assesement of Translation Study**

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<sup>36</sup> Gabriela Bosco, "Translation Techniques", in <http://www.interproinc.com/articles.asp?id=0303>

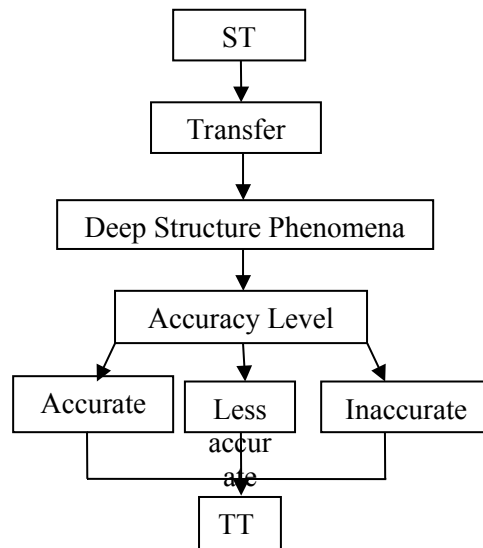
<sup>37</sup> Roswita Silalahi, "Dampak Teknik, Metode, dan Ideologi Penerjemahan pada Kualitas Terjemahan Teks Medical-Surgical Nursing dalam Bahasa Indonesia", (Sekolah Pasca Sarjana Universitas Sumatera Utara: 2009), p.122

Level	Definition	Conclusion
3	Meaning of word, phrase, clause, and sentence of the SL translated accurately into the TL; none distortion meaning happened.	Accurate
2	Most of the word meaning part, phrase, clause, and sentence of the SL had translated accurately into the TL. Yet, there are still occur some of meaning distortion, multi-meaning translation (ambiguity) or there still omitted meaning that intruding the whole message.	Less accurate
1	Meaning of word, phrase, clause, and sentence of the SL had translated into the TL inaccurately or had omitted (deleted).	Inaccurate

The above list shows that the instruments measurement of translation equivalence level following up 1 to 3 levels. The higher score given from the key informants, the more accurate translation result. On the contrary, the lower score given by the key informants means the lower degrees of the translation equivalence.

### I. The Scheme Framework of the Research

**Figure 2.2: the Scheme Framework of the Research**



The scheme above describes the steps of the framework of the research. The first step is that the translation lecturer orders the students to translate English ST as a

lecture test and then the second step, the test, as the TT, is analyzed about deep structure technical devices phenomena. To measure the quality of deep structure, the students' translation is analyzed in the term of accuracy level. The phenomena of deep structure will be analyzed in the process the students transfer the ST in the field of Transposition, Borrowing, Modulation and Adaptation, stated by Machali.

### **CHAPTER III**

#### **RESEARCH METHOD**

This chapter stresses on the description of the research method that will be performed in this research. It contains the reason about types and characteristics of the research, the source of the data, data collecting technique, data analysis technique and approach.

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

The researcher determines to choose qualitative research to observe how does the use of deep structure technical devices on translating English to Indonesian text at the students of the fifth semester at State Islamic College of Jurai Siwo Metro. The researcher becomes fascinating to observe the use of the deep structure technical devises in translation class while they translate English to Indonesian text.

Denzin et al., (1994), states that qualitative research is multimethod in focus, involving an interpretive, naturalistic approach, to its subject matter. This means that qualitative researchers study things in their natural settings, attempting to make sense of or interpret phenomena in term of the meanings people bring to them. Qualitative research involves the studied use and collection of a variety of empirical materials- case study, personal experience, introspective, life story, interview, observational, historical, interactional, and visual text-that describe routine and problematic moments and meanings in individual lives<sup>38</sup>.

In qualitative research, one of the characteristics is holistically, so the researcher should mastering much more theory in order to know about the

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<sup>38</sup> Ujang Suparman. *Qualitative Research for Language Teaching and Learning*, (Bandung:Arfino Raya Publisher,2009), p.24

phenomenon that develops in the field. The qualitative researchers will be more professional if they are mastering all of the theory so that their perception will be broader and can be a good instrument.

This study is using one of the research types in qualitative research that is case study. A case study is the intensive study of a single case where the purpose of that study is – at least in part – to shed light on a larger class of cases (a population)<sup>39</sup>. Case study emphasizes in analyzing a specific case that happen in a specific place.

In the qualitative approach, case study also has some characteristics involved inside. (1) case study is a serious study about the units of a certain social which the result constitutes to the whole description and organizes properly to this units. The scope of the research is depends on the purpose. It may embrace entire cycles of life or only on the certain segment; this study may concentrating on the specific of special factors or can be including the whole factors and events. (2) if this research is compare to the survey study, which disposed to examine a little amount of variable in the big sample, whereas case study is preferring to research a small units but keep involve to the variables and events in the big number.<sup>40</sup>

## **B. Data Resources**

Study case belongs to the qualitative research where the whole data collected are based on the researcher's description in test, interview and documentation. It means that the reseacrher should use a suitable approach to manage the data.

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<sup>39</sup> John Berring. *Case Study Principles and Practices*, (New York: Cambridge University Press, 2006), p.28

<sup>40</sup> Sumadi Suryabrata, *Metodologi Penelitian*, (Jakarta: Raja Grafindo Persada, 2012), p.80

Data resources in this present research including the students' translation result that act as the primary resource collected by test and Deep Structure technical devices as the secondary resource.

In this research, the researcher uses purposive sampling. It is done by taking the subject as the focus of the research, not based on the strata, random or region. It is based on the certain purpose. This technique is usually done by some of considerations, for instance the limitation of time, energy, and donation.<sup>41</sup> So the sample cannot be taken for more largely and furtherly. The subject that going to be focused in this research are the fifth students on English Education Study Program at State Islamic College (STAIN) Jurai Siwo Metro in academic year 2013/2014.

### **C. Data Collection Technique**

Schatzman and Straus (1973) claim that qualitative data analysis primarily entails classifying things, persons, events and the properties which characterize them.<sup>42</sup> In order to collect the data, the researcher uses some instruments. Data collecting technique is the most strategic steps in the research because the main aim

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<sup>41</sup> Suharsimi Arikunto, *prosedur Penelitian; Suatu pendekatan Praktik*, (Yogyakarta: Rineka Cipta, 2010), p. 183

<sup>42</sup> John W. Creswell. *Research Design Qualitative, Quantitative, and Mixed Methods Approaches*, (London: Sage Publication, 2003) p. 203

of this step is to get the data. The instruments used in organizing the research are as follows:

### **1. Test**

Ary proposes that “Test are valuable in measuring instruments for educational research”<sup>43</sup>. It can be assumed that a test is one of the device to measure the students’ ability and achievement. Additionally, the researcher uses test as one of the data collection method to measure the students’ translation result in translating English into Indonesian text in the term of Deep Structure technical devices.

### **2. Interview**

Esterberg (2002) states that interview is “a meeting of two persons to exchange information and idea through question and responses, resulting in communication and joint construction of meaning about a particular topic”.<sup>44</sup> Therefore, it can be concluded that interview is the prominent source in case study. In this case, interview is used to get the data about the difficulties of the students in studying translation and is used as the secondary resource.

### **3. Documentation**

Documentation is a script of past events. It can be written, picture, or monumental work from someone. Documentation is the complement instruments from the use of observation and interview method in qualitative research. In documentation case, Bogdan states “In most tradition of qualitative research, the

<sup>43</sup> Donal Ary *et.al*, *Introduction to Research in Education*,(USA, Rinehart and Winston: 1979) p.179

<sup>44</sup> Sugiyono. *Metode Peneitian Kuantitatif Kualitatif dan R&D*, (Bandung: Alfabeta, 2012), p. 231

phrase personal document is used broadly to refer to any first person narrative produced by an individual which describes his or her own actions, experience and belief.<sup>45</sup>

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

Analysis data in qualitative research is used when the data collecting is going on. According to Miles and Huberman (1984), maintain that the activity in qualitative data analysis is used interactively and pass off continuously until complete, so the data have already saturated. The activity in analyzing the data, as follows: (1) data collection, it is the first step in conducting the research where the researcher should gather the information as many as possible (2) data reduction means summarizing, choosing the main cases (3) data display is the presentation of the data that is done in a short essay, draft, relationship among the chategory, flowchart and etc., and (4) conclusion drawing/verifying in qualitative research is a new discovery that is never exist before.

It can be the description or picture about an object that in the previous is still overcast or unclear so when it has been observed, it becomes clear, it can also be a causal relationship or interactive, hypothesis or theory. The steps of analysis is shown by the figure below:<sup>46</sup>

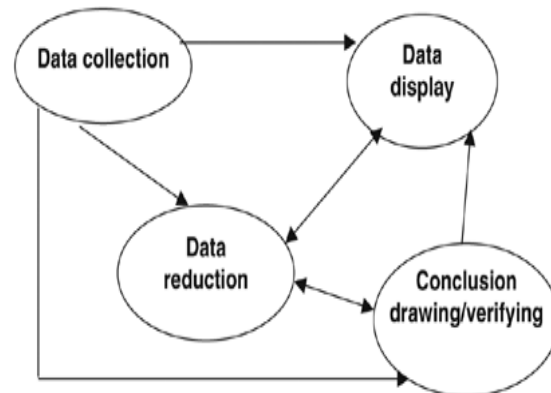
**Figure 3.1: *the Component in Data Analysis (Interactive Model) by Miles and Huberman***

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<sup>45</sup> *Ibid*, p. 240

<sup>46</sup> *Ibid*, p. 246





### **E. Approach**

In this research, the researcher uses naturalistic approach where the data collected are the real condition. The most important research is the subject or the students of fifth semester on English Education Study Program at State Islamic College (STAIN) of Jurai Siwo Metro in the academic year of 2013/2014. Case study is the research that basically diagnose the symptom on the subject researched and described them in narrative form.

## **CHAPTER IV RESULTS OF THE RESEARCH**

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

#### **1. STAIN Jurai Siwo Metro**

State Islamic College (STAIN) Jurai Siwo Metro was instituted on April 23-25, 1997 based on recommendation letter of the President number 11 in the year of 1997. This college was actually a minor institution of IAIN Raden Intan Lampung in

Bandar Lampung. However, STAIN finally became an independent college. Two faculties which have been programmed in STAIN are Tarbiyah and Syariah.

Both Tarbiyah and Syariah have 4 major in their own faculty and all of which have been accredited by National Accreditation Board (BAN). STAIN Jurai Siwo Metro has been classified as the most favorite university in Metro. At the new student recruitment in 2012, the data described that STAIN, at the level of Islamic college, nationally had the most registrants among other colleges in Indonesia. STAIN known as the only State Islamic College, requires a vision to apply and to present a qualified and competitive Islamic institution. The vision charges some missions to accomplish which have been enormously practiced through developing the three fundamental pillars of university, generating knowledgeable, smart, and skillful students, and utilizing and spreading the technology and Islamic values.

## **2. English Education Study Program**

English Education Study Program (PBI) is one of the Strata 1 (S1) majors of Tarbiyah faculty and classified as the most favorite major among other majors in State Islamic College (STAIN) Jurai Siwo Metro. PBI STAIN Metro was Diploma 3 major until it became S1 in 2002. PBI registrants in STAIN are significantly developed. It happens continuously until most registrants of STAIN recently choose this major as their first priority.

PBI vision holds on “creating professional students in English Education that are able to integrate with Islamic values and academic dimension”. This is to form a

high bargaining student in the future. Therefore, the vision must be controlled and determined by purposively certain missions, as follows:

- a. To increase the students' privacy through knowledge, reinforcement, and actualization and also to build religious, national and civil life in Islamic value.
- b. To produce and develop humanist, democratic and modern academic atmosphere.
- c. To stand on theoretical knowledge basic mastery applied in the form of the professionalism ethic.
- d. To hold smart and skillful educator candidates who apply good attitude in order to facilitate high-qualified education services.
- e. To practice integrated and systematic education by providing significant inputs for education development.

Secondly, the education process relating to the some facilities in PBI can be examined through the all parts of PBI facilitators which are classified as the institutional lecturers with some education classification and experience. Specifically, PBI consists of 4 S3, 19 S2 and 3 S1 lecturers it shows the ratio between the lecturers and students is 1:21.

## **B. General Description of Research Data**

Deep structure is the meaning of the sentence that generally happen in human's brain or inside. It commonly occurs due to the fact that most students conscious or unconsciously translate text (s) by replacing a grammatical structure or

arranging the grammatical from SL with one of the contrast type in the TL to replace the same effect (Transposition), bringing the words without any changes but sometimes with the arrangements from spelling or pronunciation (Borrowing), changing its lexical components in move in the point of view (Modulation) or using situational analogue to the SL situation though not identical to it or the process of adapting the content of the message, so that the TL text will have as detail as possible to the purpose of the SL text and still produce a similar effect (Adaptation).

The researcher specifically analyzed phenomena of translation especially Transposition, Borrowing, Modulation and Adaptation. As the primary research, the data was taken through the translation product of the students in semester 5 which was ordered by the lecturer as the one of main task of class. The data was collected from 35 students whom each students finished eight kinds of sentences. Two numbers for Transposition, two numbers for Borrowing, two numbers for Modulation and two numbers for Adaptation.

In analyzing the data, the researcher take the principle that the more variation answers given by the students in each task number, the more analysis produced. So the analysis not only depending on the numbers of task but also from the quantity of variation answers that given by the informants (students).

### **C. The Description of Data Analysis**

#### **1. Deep Structure Phenomena**

##### **a. Tansposition**

**Table 4.1:** Description of Transposition in Phenomena 1 (“Explaining-Explained/ Explained-Explaining Rule”)

No.	ST	TT (Professional Translator)	TT (Students’ Translation)
1.	<i>module writing</i>	<i>menulis modul</i>	<b>Case 1:</b> <i>menulis modul</i> <b>Case 2:</b> <i>Pengerjaan modul penulisan</i> <b>Case 3:</b> <i>Modul dalam menulis</i> <b>Case 4:</b> <i>Penulisan modul</i> <b>Case 5:</b> <i>penulisan buku</i>

Generally, it had been known that there is a different principle between Indonesian and English. The principle of arrangement in Indonesian language using explained-explaining structure whereas English is using the opposite rule, that is explaining-explained structure. Connecting to the above case, transposition is a procedure that required the grammatical structure replacement from the ST (English) into the TL (Indonesia). The students should transfer the ST into the TT “*module writing*” into “*menulis modul*”. Based on the above table, the case that can be categorized as accurate translation was case 1. Meanwhile there were still several students who translate it by adding adverb of manner (see case 4 and 5) and categorized as less accurate translation, then inaccurate level (see case 2 and 3).

**Table 4.2:** Description of Transposition in Phenomena 2 (“Verb Phrase between SL and TL”)

No.	ST	TT (Professional Translator)	TT (Students’ Translation)
2.	<i>very long talk</i>	<i>berbicara panjang lebar</i>	<b>Case 1:</b> <i>berbicara panjang lebar</i>

			<p><b>Case 2:</b> <i>berbicara sangat lama</i></p> <p><b>Case 3:</b> <i>waktu yang sangat lama untuk berbincang-bincang.</i></p> <p><b>Case 4:</b> <i>ngobrol sangat lama (panjang lebar).</i></p> <p><b>Case 5:</b> <i>berbicara banyak.</i></p> <p><b>Case 6:</b> <i>sangat banyak berbicara.</i></p> <p><b>Case 8:</b> <i>berbicara sangat lama.</i></p> <p><b>Case 9:</b> <i>berbicara terlalu lama.</i></p> <p><b>Case 10:</b> <i>ngobrol lama.</i></p> <p><b>Case 11:</b> <i>membicarakan banyak hal</i></p>
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The phrase “*talk*” based on the dictionary can be translated as “*percakapan*”, “*pembicaraan*”, “*perbincangan*”, “*omongan*”, “*ceramah*”, etc., then the result of translation given by the expert shows that the phrase “*very long talk*” had been transferred into “*berbicara panjang lebar*”. Meanwhile, The description of transposition in phenomena 2 shows that there were several students who translate it properly (see case 1, and 4) but still had so many various answers given by the students which was far from the accuracy level . Each of them has very different type in using TL equivalence for instance using unstandard language (see case 10) which is used in informal conversation although it can be more communicative in conveying the ST message, then it can be categorized as less accurate translation together to the case 2,3,5,8 and 9. The rest are produced inaccurate translation that was case 6 and 11.

#### **b. Borrowing**

**Table 4.3** Description of Borrowing in Phenomena 3 (“Verbality Standard Language”)

No.	ST	TT (Professional Translator)	TT (Students’ Translation)
3.	<i>tourist industry</i>	<i>industri pariwisata</i>	<b>Case 1:</b> <i>Industri pariwisata</i> <b>Case 2:</b> <i>Industri pariwisataawan</i> <b>Case 3:</b> <i>Industri turis</i> <b>Case 4:</b> <i>Turis industri</i> <b>Case 5:</b> <i>Industri kepariwisataan</i>

From the data above, it can be identified that the word “*industry*” translated into “*industri*” in TL. There is only spelling changes (*industry* = *industri*) and no pronunciation changes. It is clarify that there is no equivalent found in TL, so that it cannot be replaced by any words in TL. On the contrary, the word “*tourist*” described that there are some options in transferring the phrase “*tourist*”. Additionally, the perspective of translation can be seen by two sides that is as a product and a process. It is implemented in the expert translation result which shows that the phrase “*tourist*” had been translated into “*pariwisata*” instead of “*turis*”. It is because the translator had decided to use the verbality standard language. Besides, if the translation result observed from the students’ translation, they prefer to add affix (*kepariwisatawan*), and to use unstandard language (*turis*). Finally, from the above table, it can be summarized that case 1 took place as accurate translation, then case 2,3,4,5 as less accurate translation and there is no inaccurate translation.

**Table 4.4:** Description of Borrowing in Phenomena 4 (“Different Level of Meaning between SL and TL)

No.	ST	TT (Professional Translator)	TT (Students’ Translation)
3.	<i>non-oil and gas</i>	<i>nonmigas</i>	<p><b>Case 1:</b> <i>non-migas</i></p> <p><b>Case 2:</b> <i>non-oil dan gas</i></p> <p><b>Case 3:</b> <i>selain minyak bumi dan gas</i></p> <p><b>Case 4:</b> <i>selain minyak dan gas</i></p> <p><b>Case 5:</b> <i>non-minyak dan gas</i></p> <p><b>Case 6:</b> <i>migas dan non-migas</i></p> <p><b>Case 7:</b> <i>minyak bumi dan gas</i></p> <p><b>Case 8:</b> <i>bebas minyak dan gas</i></p> <p><b>Case 9:</b> <i>non-minyak utama</i></p> <p><b>Case 10:</b> <i>minyak bumi gas</i></p> <p><b>Case 11:</b> <i>gas dan non-oil</i></p> <p><b>Case 12:</b> <i>non-minyak utama dan produsen</i></p> <p><b>Case 13:</b> <i>minyak bumi dan gas</i></p> <p><b>Case 14:</b> <i>non-minyak utama dan produsen pendapatan gas</i></p> <p><b>Case 15:</b> <i>gas dan non-oil</i></p> <p><b>Case 16:</b> <i>gas dan non-migas</i></p>

The phrase “*non-oil and gas*” should be transformed into more communicative meaning phrase in TL “*nonmigas*”. Here, the professional translator decided to use a more communicative equivalent, the language that was commonly



used in Indonesian daily conversation. Unfortunately, in fact the students apparently still use literal translation into this phrase so that the awkward words are still visible into these translation. Some students seems reluctant to translate the whole phrase which affected them only change the phrase partly into TL and the other still maintaining the original version in SL (see case 2, 11 and 15). From the result above, it can be concluded that the accurate translation which was exactly same to the professional translator result are case 1 and 5. Next, less accurate translation was case 2,3,4,6,7,10,13 and 16 and the last was inaccurate translation that was case 8,9,11,12,14 and 15.

**Table 4.5:** Description of Borrowing in Phenomena 5 (“Different Level of Meaning between SL and TL”)

No .	ST	TT (Professional Translator)	TT (Students' Translation)
3.	<i>tourists</i>	<i>wisatawan</i>	<b>Case 1:</b> <i>wisatawan</i> <b>Case 2:</b> <i>turis-turis</i> <b>Case 3:</b> <i>turis</i> <b>Case 4:</b> <i>pariwisatawan</i>

In the previous case the professional translator had been translated the word “tourist” (see table 4.3) into “*pariwisata*” but in this section, the expert translation shown that the word “*tourists*” had been translated into “*wisatawan*”. Obviously the first difference that can be seen between these two words are singular and plural. Additionally, the first singular word “*tourist*” positioning as a subject and the second

plural word “*tourists*” functioning as an object. Back to the translation produced by the students, there were several answers that shown accurate level (see case 1), but there were students who still maintaining the word “*tourists*” into “*turis*” and categorized as less accurate translation (see case 2 and 3), then there were much more students who did not translate it properly (see case 4).

**Table 4.6:** Description of Borrowing in Phenomena 6 (“Parralelism Structure between SL and TL ”)

No .	ST	TT (Professional Translator)	TT (Students' Translation)
4.	<i>interference, intervention, and involvement of outside powers</i>	<i>gangguan, intervensi dan keterlibatan kekuatan dari luar</i>	<p><b>Case 1:</b> <i>campur tangan, intervensi dan keterlibatan kekuasaan-kekuasaan dari luar</i></p> <p><b>Case 2:</b> <i>intervensi dan keterlibatan dari luar</i></p> <p><b>Case 3:</b> <i>campur tangan, intervensi dan keterlibatan kekuasaan luar biasa</i></p> <p><b>Case 4:</b> <i>melibatkan negara-negara besar</i></p> <p><b>Case 5:</b> <i>akibat campur tangan dan kekuatan dari luar</i></p> <p><b>Case 6:</b> <i>campur tangan, intervensi dan keterlibatan kekuasaan-kekuasaan di luar</i></p> <p><b>Case 7:</b> <i>campur tangan serta kerusuhan yang berasal dari luar</i></p> <p><b>Case 8:</b> <i>gangguan, intervensi, runtuhnya relasi nasional</i></p> <p><b>Case 9:</b> <i>campur tangan, intervensi dan keterlibatan kekuatan-kekuatan dari luar</i></p> <p><b>Case 10:</b> <i>campur tangan negara-negara luar yang memiliki kekuatan besar di dunia (Amerika, dll)</i></p> <p><b>Case 11:</b></p>

			<i>campur tangan serta kerusuhan yang berasal dari luar sehingga terjadi gangguan</i> <b>Case 12:</b> <i>gangguan, campur tangan dan keterlibatan kekuasaan-kekuasaan luar</i>
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In SL text, the phrases “*interference, intervention, and involvement of outside powers*” stand on as parralelism structure. The professional translator decided to transfer it into “*gangguan, intervensi dan keterlibatan kekuatan dari luar*”. If it analyze deeper the professional translator had chosen to keep one of the parralelism structure phrase above in order to make a stylistic translation (see phrase intervention which became intervensi) but of course also keeping the rule of parralelism where the position of each phrase were in line (uncountable nouns). Meanwhile the diversity of translation result given by the students in this phrases means that they still confused about whow to translate the phrase properly. One of the reasons why the students felt confuse was because they commonly using dictionary to do the translation activity.

Seeing based on the dictionary “*interference*” can be translated into “*campur tangan, gangguan*”, “*interference*” became “*intervensi, campur tangan*” and “*involvement*” into “*keterlibatan*”. The students nearly confuse in making choice to which one the appropriate phrase that can possibly used for the phrase in this parralelism structure. From the above table, it can be summarized that the accurate translation (case number 10), the other was occupy less accurate level that was case 1,2,3,6,7,8,9 and 13) and the rest was inaccurate level (case 4,5,11 and 12).

### c. Modulation

**Table 4.7:** Description of Modulation in Phenomena 7 (“the Different Level of Meaning between SL and TL ”)

No.	ST	TT (Professional Translator)	TT (Students’ Translation)
5.	<i>green-eyed</i>	<i>cemburu</i>	<b>Case 1:</b> <i>cemburu</i> <b>Case 2:</b> <i>menahan marah (cemburu)</i>

Modulation needs a change in lexical elements in shift in the point of view. The phrase “*green-eyed*” should be transferred into “*cemburu*” in TL text as if what had professional translator done. The translator decided to use his/her point of view toward the phrase “*green-eyed*” in translating it into “*cemburu*” instead of “*bermata hijau*” if it translated literally. Regarding to the students’ translation result the phrase “*green-eyed*” had been whole successfully transferred into TL text as the table had pointed out. The students’ translation result had properly achieved the level accuracy.

**Table 4.8:** Description of Modulation in Phenomena 8 (“the Different Level of Meaning between SL and TL ”)

No.	ST	TT (Professional Translator)	TT (Students’ Translation)
6.	<i>cat-sleeps</i>	<i>tidur-tiduran</i>	<b>Case 1:</b> <i>tidur-tiduran</i> <b>Case 2:</b> <i>bermalas-malasan</i> <b>Case 3:</b> <i>tiduran</i>

As the above table described, the phrase “*cat-sleeps*” need to transfer it by the points of view from the translator. Here, the professional translator translate it into “*tidur-tiduran*” not “*kucing tidur*”. Together with the students’ translation result the

phrase “*cat-sleeps*” had been transferred into “*tidur-tiduran*”. The students commonly success in making the Indonesian equivalent for that phrase. Nonetheless, the rest of translation result from the students show that they translated the phrase “*cat-sleeps*” into “*bermalas-malasan*” and omitting the repetition effect from “*tidur-tiduran*” became only “*tiduran*”. Thus the students’ translation result above can be categorized as accurate level that was case 1 and 3, “*bermalas-malasan*” as less accurate translation. In two Modulation phenomena from the above tables it can be concluded that the translation result had been achieved the level of accuracy. Both the professional translator and the students had translated the phrases by using their creativity in translating the phrases. So it is caused the number of mistakes given by the students did not show too much.

#### d. Adaptation

**Table 4.9:** Description of Adaptation in Phenomena 9 (“the Situational Analogue to the SL Situation ”)

No .	ST	TT (Professional Translator)	TT (Students’ Translation)
7.	<i>The Camp Fire Girls</i>	<i>Camp Fire Girls</i>	<b>Case 1:</b> <i>The Camp Fire Girl</i> <b>Case 2:</b> <i>Camp Fire Girls</i> <b>Case 3:</b> <i>CFG</i> <b>Case 4:</b> <i>Gadis Camp Fire</i>

Adaptation is the procedure in translating the text where the other not suffice.

In above table, the professional translator translated the phrase “*The Camp Fire*

*Girls*” into “*Camp Fire Girls*” in TL text. The translator intentionally maintained the original form by adapting the SL text so the alteration of the phrase only on dismissing the definitive phrase “the”. Referring to the students translation result, the phrase “*The Camp Fire Girls*” had transferred into proper translation (see case 2). Then the other result was keeping the original version into the TL text (see case 1).

Meanwhile, there were also translation result that abbreviated the phrase “*The Camp Fire Girl*” into “*CFG*”. The students did not make a depth consideration so they prefer to shorten that phrase only “*CFG*” (see case 3). Finally the last were mixing between the TL word and SL phrase (see case 4). The students seems did not understand well about the translation procedure especially adaptation so they produced an awkward translation result. From the above table, it can be summarized that case 1 and 2 were positioning as accurate translation, case 3 as less accurate and case 4 as inaccurate translation.

**Table 4.10:** Description of Adaptation in Phenomena 10 (“Translating the Proper Name ”)

No.	ST	TT (Professional Translator)	TT (Students’ Translation)
7.	<i>United States</i>	<i>Amerika Serikat.</i>	<b>Case 1:</b> <i>Amerika Serikat</i> <b>Case 2:</b> <i>United States</i> <b>Case 3:</b> <i>Amerika</i> <b>Case 4:</b> <i>AS</i>

In Indonesian, translating proper name need some special treatments. Then basically according to English-Indonesian Dictionary, “*United States*” had been translated into “*Amerika Serikat*”. The above case shows that professional translator also can easily and accurately identify to translate “*United States*” into “*Amerika Serikat*”. Referring to the students translation result, there were many students who translated United States correctly that is became Amerika Serikat (see case 1). Nevertheless there were also students who translated with using some style that is maintaining the SL word into TL (see case 2), using more common conversation in daily life (see case 3) and finally shorten it thus became only AS (see case 4). In whole the students translation result, the criteria that can be cathegorized as accurate translation only case 1 and 4, then case 3 as less accurate, finally case 2 as inaccurate translation.

**Table 4.11:** Description of Adaptation in Phenomena 11 (“Translating Noun Phrase”)

No.	ST	TT (Professional Translator)	TT (Students' Translation)
7.	<i>specially trained leaders</i>	<i>para pemimpin yang terlatih secara khusus</i>	<p><b>Case 1:</b> <i>ketua kelompok yang terlatih.</i></p> <p><b>Case 2:</b> <i>dibimbing secara khusus dengan pemimpin yang sudah terlatih.</i></p> <p><b>Case 4:</b> <i>pemimpin yang sudah ahli dibidangnya.</i></p> <p><b>Case 5:</b> <i>para pemimpin yang terlatih khusus.</i></p> <p><b>Case 8:</b> <i>ketua khusus yang telah terlatih.</i></p> <p><b>Case 9:</b> <i>pemimpin pelatihan secara khusus.</i></p> <p><b>Case 10:</b> <i>para pemimpin yang terlatih secara khusus.</i></p>

			<p><b>Case 11:</b> <i>pemimpin yang dilatih khusus</i></p> <p><b>Case 12:</b> <i>pemimpin-pemimpin yang terlatih</i></p> <p><b>Case 14:</b> <i>para pimpinan yang terlatih secara khusus</i></p> <p><b>Case 15:</b> <i>oleh pemimpin yang sudah terlatih</i></p> <p><b>Case 18:</b> <i>dibimbing secara khusus oleh pemimpin yang terlatih</i></p>
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In the above noun phrase, the noun indicated as a plural noun which was symbolized by suffix “s”. The professional translator gave a specific mark for the suffix “s” that is transferred into “*para*” and it is clarify the position of the following phrase. So the whole phrases can be translated as “*para pemimpin yang terlatih secara khusus*”. Meanwhile the translation given by students show that there were several types in transferring this plural noun that is by transferring it similarly with the professional translator (*para*) and by the other optional translation phrase in TL that is adding the repeating effect (*pemimpin-pemimpin*) which had been ruled. However of course there were only several answers which can be classified as accurate translation that was case 5,10 and 10. Then less accurate translation in case 1,2,3,6,11,12,13,15 and 18, then the rest was inaccurate translation in case 4,7,8,9,16 and 17.

**Table 4.12:** Description of Adaptation in Phenomena 12 (“Translating Noun Phrase”)

No.	ST	TT (Professional Translator)	TT (Students' Translation)
7.	<i>the national headquarters</i>	<i>kantor pusat nasional</i>	<p><b>Case 1:</b> <i>kantor pusat nasional</i></p> <p><b>Case 2:</b></p>



			<i>markas besar polisi nasional</i> <b>Case 3:</b> <i>markas besar nasional</i> <b>Case 4:</b> <i>ketua markas besar nasional</i> <b>Case 5:</b> <i>kepala pusat nasional</i> <b>Case 6:</b> <i>kepala kantor pusat nasional</i> <b>Case 7:</b> <i>markas-markas besar nasional</i> <b>Case 8:</b> <i>markas nasional</i>
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Basically in this case, the students had conscious that they had to translate a noun phrase where it means that the stressing point is took place on the word that suspectedly identify as a noun (headquarters). Here, the professional translator trasferred the noun phrase “*the national headquarters*” into “*kantor pusat nasional*” although literally “*headquarters*” is translated into “*markas besar polisi*” as if what the students had prefered to chose. Of course it is indicated that the professional translator made some considerations to translate each segments of his/her translation for example by modifying the concept with soften the term so that the target language text will have as near as a possible to the purpose of the SL text and still produce a similar effect. Regarding to the translation result served by the students, the production which can be categorized as accurate translation was case 1 and 2, the other was at less accurate; case 3,4,5 and 6, then the last was at inaccurate level; case 7 and 8.

**Table 4.13:** Description of Adaptation in Phenomena 13 (“Translating Adjective Clause in Parralelism Structure ”)

No.	ST	TT (Professional Translator)	TT (Students' Translation)
8.	<i>customs of navy blue and white with red touches.</i>	<i>kostum berwarna biru putih angkatan laut dengan garis-garis merah.</i>	<p><b>Case 1:</b> <i>kostum berwarna biru laut dan putih dengan sentuhan warna merah</i></p> <p><b>Case 2:</b> <i>pakaian dengan perpaduan warna biru dan putih dengan sentuhan warna merah</i></p> <p><b>Case 3:</b> <i>kostum biru laut dan putih dengan sentuhan merah</i></p> <p><b>Case 4:</b> <i>kostum biru muda dan putih dengan sentuhan warna merah</i></p> <p><b>Case 5:</b> <i>kostum biru laut dan merah putih</i></p> <p><b>Case 6:</b> <i>kostum angkatan laut yang berwarna biru muda dan dengan kombinasi merah dan putih</i></p> <p><b>Case 7:</b> <i>seragam angkatan laut biru dan putih dengan sentuhan merah</i></p> <p><b>Case 8:</b> <i>pakaian-pakaian berwarna biru laut dan putih dengan corak merah</i></p> <p><b>Case 9:</b> <i>kostum angkatan laut yang berwarna biru dan bercorak merah</i></p> <p><b>Case 10:</b> <i>kostum angkatan laut biru dan putih dengan sentuhan warna merah</i></p> <p><b>Case 11:</b> <i>memakai adat-adat biru laut dan berhubungan dengan merah putih</i></p> <p><b>Case 12:</b> <i>kostum ABRI dengan warna biru dan putih dengan corak merah</i></p> <p><b>Case 13:</b> <i>pakaian angkatan laut berwarna biru dan putih dengan sentuhan warna merah</i></p> <p><b>Case 14:</b> <i>kostum berwarna biru laut dan putih dengan sentuhan warna merah</i></p> <p><b>Case 15:</b> <i>kostum biru laut dan putih dengan sedikit corak merahnya</i></p>

Apparently the adjective clause above can be classified as a rather complicated adjective clause. It is shown by the following adjectives which makes the reader confuse. Here the professional translator transferred the complex adjective phrase into “*kostum berwarna biru putih angkatan laut dengan garis-garis merah*”. The composition of the above adjective was “*customs of navy*” as NP, “*blue+white+red*” as Adjective, “*and*” as Conjunction inter-phrase then “*touches*” as Noun. Commonly the students found difficulty when translated this clause because they had to separating the adjective properly in order to build a new concept in TL text. There was no accurate level in above translation result because the result can be categorized as less accurate level that was case 1,2,3,4,6,7,8,9,10,13,14 and 15. However, those cases are almost equivalent with the translator’s result and the rest was inaccurate level that was case 5,11 and 12.

**Table 4.14:** Description of Adaptation in Phenomena 14 (“Translating Noun Phrase”)

No.	ST	TT (Professional Translator)	TT (Students’ Translation)
8.	<i>the American Indians</i>	<i>orang-orang Indian Amerika</i>	<b>Case 1:</b> <i>orang India yang tinggal di Amerika</i> <b>Case 2:</b> <i>orang Amerika India</i> <b>Case 3:</b> <i>India Amerika</i> <b>Case 4:</b> <i>ala Indian Amerika</i> <b>Case 5:</b> <i>suku Indian Amerika</i> <b>Case 6:</b> <i>orang Indian</i> <b>Case 7:</b>

			<i>suku India Amerika</i> <b>Case 8:</b> <i>orang-orang Indian Amerika</i> <b>Case 9:</b> <i>ala India Amerika</i> <b>Case 10:</b> <i>group Amerika Indians</i> <b>Case 11:</b> <i>orang-orang Indian Amerika Serikat</i>
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According to Oxford Advanced Learner Dictionary the phrase “*American Indian*” can be translated as “*the Native American*”. The professional translator exactly translated it into “*orang-orang Indian Amerika*” because of considering the historical-cultural perspective remembering that American Indian was the original tribe that became a featured of Americans since long time ago. From the students translation appearances, the production of translation was rather confusing. The students seemed did not understand to the phrase needed to translate. It is shown by the nearly translation produced. There were the students who translated the “*American Indians*” and categorized as accurate translation that was case 2,4,5,8 and 11. On the other hand, there were also the answer of the students who rather confuse in translating as if what had shown in case 6 and 10 which categorized as less accurate, and also still clearly confuse to find out the equivalent of the phrase in doing so, the students still change their points of view and caused the translation result lost of meaning as what had shown in case 1,3,7 and 9 as inaccurate level.

**Table 4.15:** Description of Adaptation in Phenomena 15 (“Translating Prepositional Phrase”)

No.	ST	TT (Professional)	TT (Students’ Translation)
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		<b>Translator)</b>	
8.	<i>trimed with colored beads</i>	<i>dihiasi manik-manik berwarna-warni</i>	<b>Case 1:</b> <i>dihiasi dengan manik-manik yang berwarna-warni</i> <b>Case 2:</b> <i>dihiasi dengan butiran manik-manik yang berwarna cerah</i> <b>Case 3:</b> <i>dihiasi dengan manik-manik berwarna-warni</i> <b>Case 4:</b> <i>manik-manik yang berwarna</i> <b>Case 5:</b> <i>manik-manik warna-warni</i> <b>Case 6:</b> <i>manik-manik berwarna-warni</i> <b>Case 7:</b> <i>hiasan manik berwarna-warni</i> <b>Case 8:</b> <i>dihiasi dengan manik-manik berwarna</i> <b>Case 9:</b> <i>menghiasinya dengan warna manik-manik</i> <b>Case 10:</b> <i>dihiasi dengan mutiara berwarna-warni</i>

In above table served, the prepositional phrase stated that it was showing the idea of filling, covering or containing. The professional translator translated prepositional phrase by doing an omission that was the prepositional clue (with) so that it became only “*dihiasi manik-manik berwarna-warni*”. Meanwhile, the students translation result show a quite satisfy. It is because the result was not too far from what had professional translator done. The accurate translation from the above table was case 1 and 3. However, there were also results which categorized as less accurate that was case 2 up to 10.

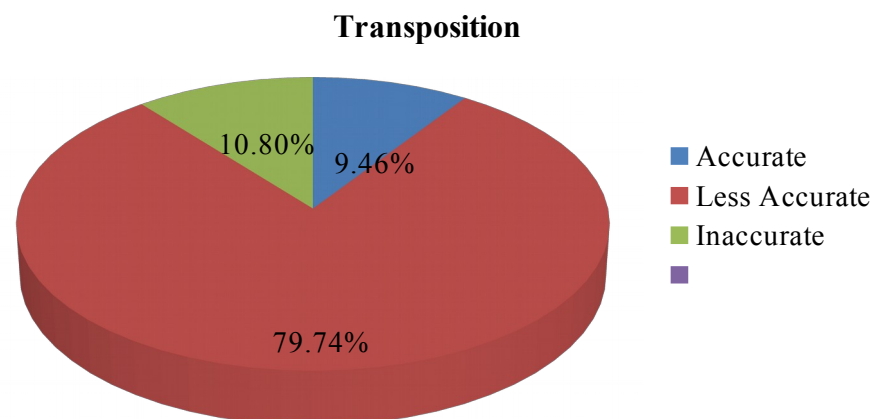
## 2. The Accuracy Level of Deep Structure Phenomena

According to the data collected, generally it can be summarized that there are 15 Deep Structure phenomena and specifically through 35 students it can be recorded that the percentage level of accuracy toward all phenomena from each devices are calculated and presented as the average data\*:

**a. All Transposition Percentage**

- 1) The numbers average of accurate level of Transposition (T1) = 10
- 2) The numbers average of less accurate level of Transposition (T2) = 84,28
- 3) The the numbers average of inaccurate level of Transposition (T3) = 5,71

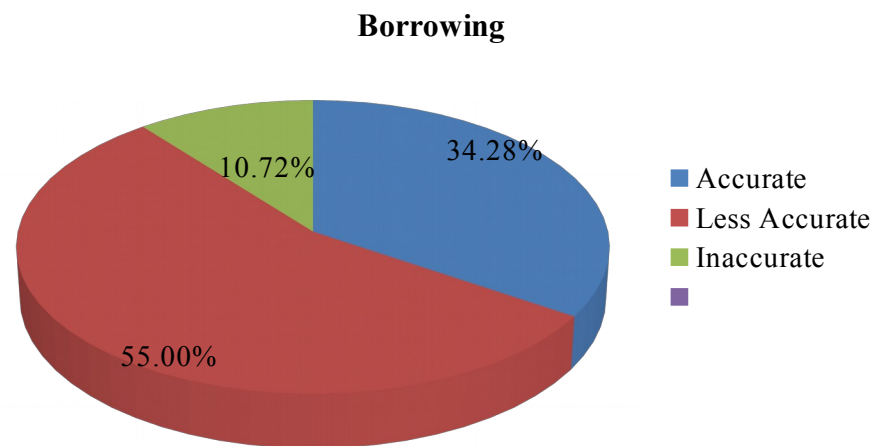
**Figure 4.1: the Percentage Average of all Transposition Phenomena**



**b. All Borrowing Percentage**

- 1) The numbers average of accurate level of Borrowing (B1) = 34,28
- 2) The numbers average of less accurate level of Borrowing (B2) = 54,99
- 3) The numbers average of inaccurate level of Borrowing (B3) = 10,72

**Figure 4.2: the Percentage Average of all Borrowing Phenomena**

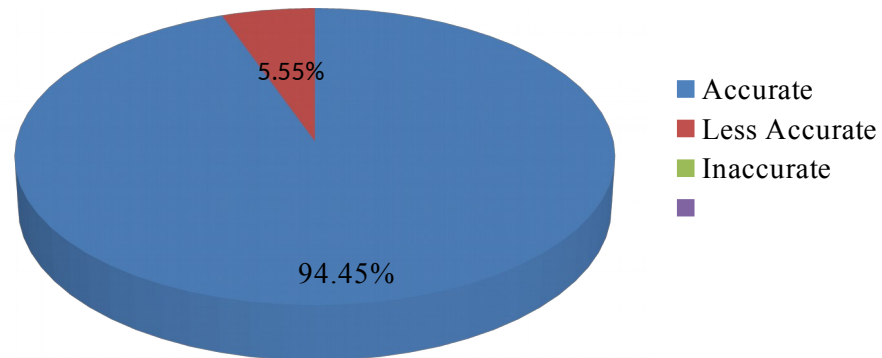


**c. All Modulation Percentage**

- 1) The numbers average of accurate level of Modulation (M1) = 97,14
- 2) The numbers average of less accurate level of Modulation (M2) = 2,85
- 3) The numbers average of inaccurate level of Modulation (M3) = 0

**Figure 4.3: the Percentage Average of all Modulation Phenomena**

### Modulation

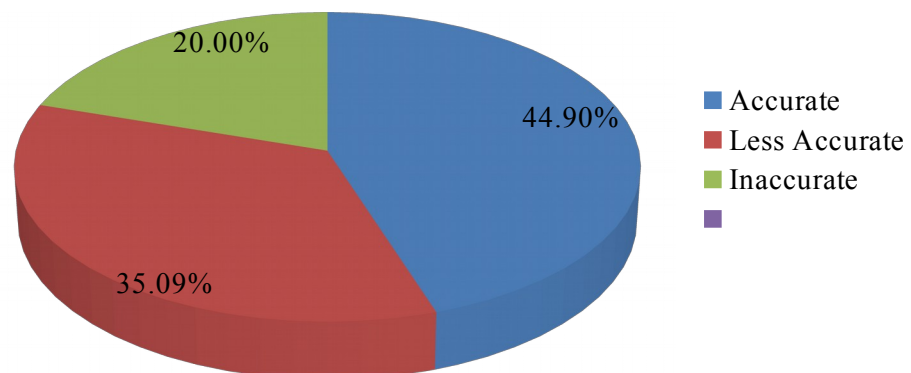


#### d. All Adaptation Percentage

- 1) The numbers average of accurate level of Adaptation (A1) = 44,90
- 2) The numbers average of less accurate level of Adaptation (A2) = 35,09
- 3) The numbers average of inaccurate level of Adaptation (A3) = 20

**Figure 4.4: the Percentage Average of all Adaptation Phenomena**

### Adaptation

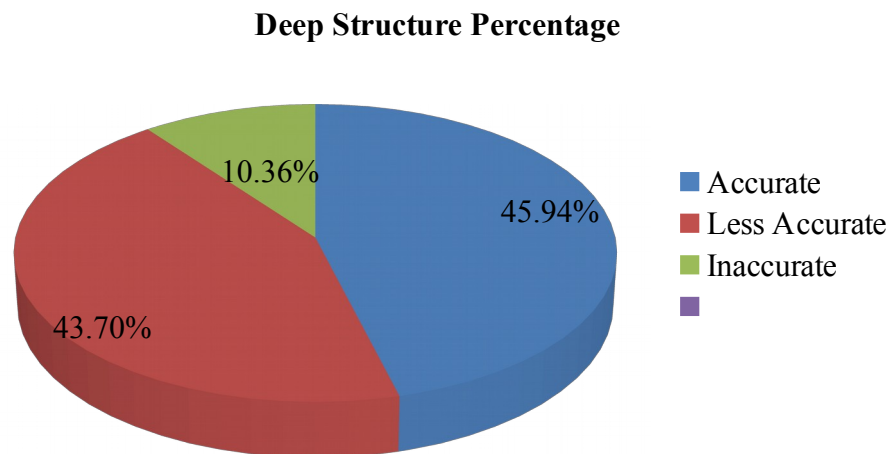


#### e. All Deep Structure Percentage



- 1) The numbers average of accurate level of all deep structure = 46,58
- 2) The numbers average of less accurate level of all deep structure = 44,3025
- 3) The numbers average of inaccurate level of all deep structure phenomena = 10,5

**Figure 4.5: the Percentage of All Deep Structure Phenomena**



**\*Note: for specific accuracy level of each phenomenon see appendix 4**

After elaborating the data of the research, firstly it was shown that from all Transposition phenomena, the percentage of accurate level is 9% (10), less accurate is 80% (84,28) and inaccurate level is 11% (10,72). Secondly, it was Borrowing where the percentage of accurate level is 34% (34,28), less accurate level is 55% (54,99) and inaccurate level is 11% (10,72). Thirdly is Modulation phenomena, the percentage of

accurate level is 94% (97,14), less accurate level is 6% (2,85) and inaccurate level is 0% (0). Fourthly is Adaptation where the accurate level is 45% (44,90), less accurate level is 35% (35,09) and inaccurate level is 20% (20). The last is the level accuracy from all deep structure phenomena where the accurate level is 46% (46,58), less accurate is 44% (44,3025) and inaccurate level is 10% (10,5).

From all the description above, in all Transposition phenomena, the highest percentage among the others is less accurate level. From Borrowing phenomena, it can be assumed that the highest percentage among the others is less accurate level. Then in all Modulation phenomena the dominant percentage was accurate level. The last was Adaptation where the highest percentage among the others is accurate level. So it can be conclude that the accurate level from all Deep Structure phenomena is generally happened in Modulation and Adaptation. Less accurate level mostly happened in Transposition and Borrowing, inaccurate level dominantly occur in Adaptation, Borrowing and Transposition. Then generally seeing from all Deep Structure phenomena the level accuracy actually achieved the highest percentage but less accurate also had a nearly percentage to the accurate level and inaccurate also took a significant position.

Regarding to the students less accurate and inaccurate translation result, in addition from the table description analyzed above, it can be identified that the biggest reason why do their translation result did not achieved the maximum number is because the different background of culture from both language, which largely affected to the specification of the difference grammatical rules from both different

language (English-Indonesian) so they are often confuse in making a good equivalent to their TL. Additionally, the students used to translate literally by using dictionary so it is caused misunderstanding of meaning and even the message from the native writer to the reader of TL.

## **CHAPTER V**

## CONCLUSION AND SUGGESTION

### A. Conclusion

According to the analysis of the data research, the researcher can widely summarize the conclusion of this research as the following points:

1. In the term of Deep Structure phenomena, most students' translation are lack of accuracy. Firstly, the percentages of accurate level in all Transposition phenomena are that accurate level is 9% (10), less accurate is 80% (84,28) and inaccurate level is 11% (5,71). Secondly, the percentages of all Borrowing phenomena are that accurate level is 34% (34,28), less accurate is 55% (54,99) and inaccurate level is 11% (10,72). Thirdly, the percentages of all Modulation phenomena are that accurate level is 94% (97,14), less accurate is 6% (2,85) and inaccurate level is 0% (0). Fourthly, the percentages of all Adaptation phenomena are that accurate level is 45% (44,90), less accurate is 35% (35,09) and inaccurate level is 20% (20). The last is the level accuracy from all deep structure phenomena where the accurate level is 46% (46,58), less accurate is 44% (44,3025) and inaccurate level is 10% (10,5).
2. Remembering the numbers of accurate, less accurate and inaccurate level of the students' translating English into Indonesian result, the dominant device which mostly occur accurate level are Modulation and Adaptation, less accurate are Transposition and Borrowing. Then inaccurate level was

dominantly happened in Adaptation, Borrowing and Transposition. Therefore the students' English translating into Indonesian text in the term of Deep Structure Technical Devices at the Fifth Semester students of English Education Study Program at STAIN Jurai Siwo Metro in the academic year of 2013/2014 was various but only Adaptation and Borrowing which often happened mistakes then has the highest numbers of less accurate and inaccurate level within.

## **B. Suggestion**

This research admired the researcher to suggestively offer some points for:

1. The students to have good comprehension in procedures of translation especially Deep Structure so that they can smartly analyze the suitable change the point of view in their translation.
2. The lecturer and the students to measure the level of accuracy of the students' translation so that it can be visible about the quality of their translation.
3. The lecturer and the students to analyze and to find the solution out about what the obstacles happened when the students doing translation activity so that the translation result quality can be improved.

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## Appendix 1

### Instrument Text

**Name** :

**Class** :

### Written Test

#### A. Transposition

Exercise 1: Write the Indonesian words for the following sentences!

1. You should know that the module writing takes much time.<sup>47</sup>

Answer :

2. We had a very long talk.<sup>48</sup>

Answer :

#### B. Borrowing

Exercise 2: Find the equivalence of the English sentences below into Indonesia!

3. The Indonesian tourist industry is one of the major non-oil and gas income producers for Indonesia. Each year a total of 3 million tourists from ever forty countries visit the archipelago.<sup>49</sup>

Answer :

4. Some focal points of crisis in the present-day world are of long-standing nature. These conflicts which more often than not have deep-lying regional causes are aggravated and have acquired new dimensions by interference, intervention, and involvement of outside powers. The resultant conflicts undermine international relations, cause great human

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<sup>47</sup> Langgeng Budianto. Aan E.A Fardhani . *A Practical Guide for Translation Skill*, (Malang: UIN-Maliki Press, 2010),

<sup>48</sup> Anonymus, *Transposition Procedure in Translating Novel Entitles "Twilight"*, (Perpustakaan Universitas Pendidikan Indonesia,-), p. 3

<sup>49</sup> Rochayah Machali, *Pedoman Bagi Penerjemah*, (PT. Grasindo, Jakarta, 2000), p.9-10



sufferings and prevent the international community from addressing the major problem of today.<sup>50</sup>

Answer :

### C. Modulation

Exercise 3: Find the modulation on the underlined words of English with their Indonesian forms below!

5. He is green eyed, when he sees his girl friend walks together with Andi.

Answer :

6. He just cat-sleeps on his bed room.<sup>51</sup>

Answer :

### D. Adaptation

Exercise 6: Translate the following sentences into Indonesian. Pay attention to the adaptation process.

7. The Camp Fire Girls is the oldest organization of its kind in the United States. It is open to all girls of all races and religions from age through high school age. Groups of Camp Fire Girls may number anywhere from 6 to 20 numbers and are found in every state. The girls work with specially trained leaders. With the help of the national headquarters they plan their own programs of service and things are fun to do.<sup>52</sup>

Answer :

8. Camp Fire Girls wear customs of navy blue and white with red touches. At special times they wear special gowns that are copied from those of the American Indians and trimmed with colored beads.<sup>53</sup>

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<sup>50</sup> *Ibid*, p.36

<sup>51</sup> *Ibid*, p. 98

<sup>52</sup> Rahmat Budiman, Hasanuddin, “ *Contoh Soal Translation*” in [www.ut.ac.id/html/suplemen/bing3312/WEB-BING3321.doc](http://www.ut.ac.id/html/suplemen/bing3312/WEB-BING3321.doc) P.10

<sup>53</sup> *Ibid*, -p.12

Answer :

Appendix 2

**Students' Translation Answer**

**Name** :

**Class** :

**\*for the students' translation answer see the next page**

### **Appendix 3**

#### **Research Codings**

#### **The Students' Coding in the Research**

<b>Students' Order</b>	<b>Students' Code</b>	<b>Students' Order</b>	<b>Students' Code</b>
Student 1	X.1	Student 19	X.19
Student 2	X.2	Student 20	X.20
Student 3	X.3	Student 21	X.21
Student 4	X.4	Student 22	X.22
Student 5	X.5	Student 23	X.23
Student 6	X.6	Student 24	X.24
Student 7	X.7	Student 25	X.25
Student 8	X.8	Student 26	X.26
Student 9	X.9	Student 27	X.27
Student 10	X.10	Student 28	X.28
Student 11	X.11	Student 29	X.29
Student 12	X.12	Student 30	X.30
Student 13	X.13	Student 31	X.31
Student 14	X.14	Student 32	X.32
Student 15	X.15	Student 33	X.33
Student 16	X.16	Student 34	X.34
Student 17	X.17	Student 35	X.35
Student 18	X.18		

Description of Symbols:

- D.1 : the percentage average of accurate level of all Deep Structure phenomena
- D.2 : the percentage average of less accurate level of all deep structure phenomena
- D.3 : the percentage average of inaccurate level of all deep Structure phenomena
- A.1 : the percentage of accurate level of Adaptation
- A.2 : the percentage of less accurate level of Adaptation
- A.3 : the percentage of inaccurate level of Adaptation
- B.1 : the percentage of accurate level of Borrowing
- B.2 : the percentage of less accurate level of Borrowing
- B.3 : the percentage of inaccurate level of Borrowing
- M.1 : the percentage of accurate level of Modulation
- M.2 : the percentage of less accurate level of Modulation
- M.3 : the percentage of inaccurate level of Modulation
- T.1 : the percentage of accurate level of Transposition

- T.2 : the percentage of less accurate level of Transposition  
 T.3 : the percentage of inaccurate level of Transposition  
 Px.n\* : the percentage of accurate level each phenomena  
 Py.n\* : the percentage of less accurate level each phenomena  
 Pz.n\* : the percentage of inaccurate level each phenomena  
 n\* : number of Phenomena

#### Appendix 4

##### The Accuracy Percentage Level of each Deep Structure Phenomena

#phenomena 1: **Transposition**

The accuracy Level Analysis of Phenomena 1 (*module writing*)

No.	Students Code	Case	Level of Accuracy			Total
			Accurate	Less Accurate	Inaccurate	

1.	X.1, X.2, X.3, X.4, X5, X.7, X.8, X.9, X.10, X.11, X.12, X.13, X.14, X.15, X.16, X.18, X.19, X.20, X.21, X.22, X.24, X.25, X.26, X.27, X.28, X.29, X.30, X.31, X.32, X.33, X.34, X.35	C.1		√		32
2.	X.6, X.17				√	2
3.	X.23		√			1

\*note: see the codings in appendix 3

The percentage of accuracy level in phenomena 1:

Accurate level : Px.1 = 1student =  $1:35 \times 100\% = 2,85\%$

Less accurate level : Py.1 = 32 students =  $32:35 \times 100\% = 91,42\%$

Inaccurate level : Pz.1 = 2 students =  $2:35 \times 100\% = 5,71\%$

#phenomena 2: **Transposition**

The accuracy Level Analysis of Phenomena 2 (*very long talk*)

No.	Students Code	Case	Level of Accuracy			Total
			Accurate	Less Accurate	Inaccurate	
1.	X.1, X.8, X.19, X.28, X. 31, X.32,	C.2	√			6
2.	X.2, X.3, X.4, X.5, X.7, X.9, X.10, X.11, X.12, X.13, X.14, X.16, X.17, X.18, X.20, X.21, X.22, X.23, X.24, X.25, X.26, X.27, X.29, X.30, X.33, X.34, X.35			√		27
3.	X.6, X.15				√	2

\*note: see the codings in appendix 3

The percentage of accuracy in phenomena 2:

Accurate level : Px.2 = 6 students =  $6:35 \times 100\% = 17,14\%$

Less accurate level : Py.2 = 27 students =  $27:35 \times 100\% = 77,14\%$

Inaccurate level : Pz.2 = 2 students =  $2:35 \times 100\% = 5,71\%$

#phenomena 3: **Borrowing**

The accuracy Level Analysis of Phenomena 3 (*tourist industry*)

No.	Students Code	Case	Level of Accuracy	Total
-----	---------------	------	-------------------	-------

			Accurate	Less Accurate	Inaccurate	
1.	X.1, X.2, X.3, X.4, X.5, X.7, X.8, X.9, X.10, X.12, X.13, X.14, X.16, X.17, X.18, X.19, X.20, X.21, X.22, X.23, X.24, X.25, X.26, X.27, X.29, X.30, X.31, X.32, X.33, X.34, X.35	C.3	√			31
2.	X.6, X.11, X.15, X.28,			√		4
3.	-				√	0

\*note: see the codings in appendix 3

The percentage of accuracy in phenomena 3:

Accurate level : Px.3 = 31 students =  $31:35 \times 100\% = 88,57\%$

Less accurate level : Py.3 = 4 students =  $4:35 \times 100\% = 11,42\%$

Inaccurate level : Pz.3 = 0 student =  $0:35 \times 100\% = 0\%$

#phenomena 4: **Borrowing**

The accuracy Level Analysis of Phenomena 4 (*non-oil and gas*)

No.	Students Code	Case	Level of Accuracy			Total
			Accurate	Less Accurate	Inaccurate	
1.	X.1, X.2, X.11, X.14, X.19, X.23, X.31, X.32,	C.4	√			8
2.	X.3, X.4, X.6, X.8, X.9, X.10, X.12, X.13, X.15, X.16, X.17, X.21, X.24, X.26, X.27, X.28, X.29, X.30, X.33, X.34,			√		20
3.	X.5, X.7, X.18, X.20, X.22, X.25, X.35				√	7

\*note: see the codings in appendix 3

The percentage of accuracy in phenomena 4:

Accurate level : Px.4 = 8 students =  $8:35 \times 100\% = 22,85\%$

Less accurate level : Py.4 = 20 students =  $20:35 \times 100\% = 57,14\%$

Inaccurate level : Pz.4 = 7 students =  $7:35 \times 100\% = 20\%$

#phenomena 5: **Borrowing**

The accuracy Level Analysis of Phenomena 5 (*tourists*)

No.	Students Code	Case	Level of Accuracy	Total
-----	---------------	------	-------------------	-------

			Accurate	Less Accurate	Inaccurate	
1.	X.1, X.7, X.17, X.19, X.28, X.31, X.32, X.34,	C.5	√			8
2.	X.2, X.3, X.4, X.5, X.6, X.8, X.9, X.10, X.11, X.12, X.13, X.14, X.15, X.16, X.18, X.20, X.21, X.22, X.23, X.24, X.25, X.26, X.27, X.29, X.30, X.33, X.35			√		27
3.	-				√	0

\*note: see the codings in appendix 3

The percentage of accuracy in phenomena 5:

Accurate level : Px.5 = 8 students =  $8:35 \times 100\% = 22,85\%$

Less accurate level : Py.5 = 27 students =  $27:35 \times 100\% = 77,14\%$

Inaccurate level : Pz.5 = 0 students =  $0:35 \times 100\% = 0\%$

#phenomena 6: **Borrowing**

The accuracy Level Analysis of Phenomena 6 (*interference, intervention, and involvement of outside powers*)

No.	Students Code	Case	Level of Accuracy			Total
			Accurate	Less Accurate	Inaccurate	
1.	X.1, X.3, X.4, X.6, X.7, X.9, X.10, X.11, X.12, X.13, X.14, X.15, X.16, X.18, X.19, X.20, X.21, X.22, X.24, X.25, X.27, X.29, X.30, X.32, X.33, X.34,	C.6		√		26
2.	X.2, X.5, X.8, X.17, X.26, X.28, X.31, X.35				√	8
3.	X.23		√			1

\*note: see the codings in appendix 3

The percentage of accuracy in phenomena 6:

Accurate level : Px.6 = 1 student =  $1:35 \times 100\% = 2,85\%$

Less accurate level : Py.6 = 26 students =  $26:35 \times 100\% = 74,28\%$

Inaccurate level : Pz.6 = 8 students =  $8:35 \times 100\% = 22,85\%$

#phenomena 7: **Modulation**

The accuracy Level Analysis of Phenomena (*Green-Eyed*)



No.	Students Code	Case	Level of Accuracy			Total
			Accurate	Less Accurate	Inaccurate	
1.	X.1, X.2, X.3, X.4, X.5, X.6, X.7, X.8, X.9, X.10, X.11, X.12, X.13, X.14, X.15, X.16, X.17, X.18, X.19, X.20, X.21, X.22, X.23, X.24, X.25, X.27, X.28, X.29, X.30, X.31, X.32, X.33, X.34, X.35	C.7	√			35
2.	-			√		0
3.	-				√	0

\*note: see the codings in appendix 3

The percentage of accuracy in phenomena 7:

Accurate level :  $Px.7 = 35 \text{ students} = 35:35 \times 100\% = 100\%$

Less accurate level :  $Py.7 = 0 \text{ student} = 0:35 \times 100\% = 0\%$

Inaccurate level :  $Pz.7 = 0 \text{ student} = 0:35 \times 100\% = 0\%$

#phenomena 8: **Modulation**

The accuracy Level Analysis of Phenomena (*Cat-Sleeps*)

No.	Students Code	Case	Level of Accuracy			Total
			Accurate	Less Accurate	Inaccurate	
1.	X.1, X.2, X.3, X.4, X.5, X.6, X.7, X.8, X.9, X.10, X.11, X.12, X.13, X.14, X.15, X.16, X.18, X.19, X.20, X.21, X.22, X.23, X.25, X.26, X.27, X.28, X.29, X.30, X.31, X.32, X.33, X.34, X.35	C.8	√			33
2.	X.17, X.24			√		2
3.	-				√	0

\*note: see the codings in appendix 3

The percentage of accuracy in phenomena 7:

Accurate level :  $Px.8 = 33 \text{ students} = 33:35 \times 100\% = 94,28\%$

Less accurate level :  $Py.8 = 2 \text{ students} = 2:35 \times 100\% = 5,71\%$

Inaccurate level :  $Pz.8 = 0 \text{ student} = 0:35 \times 100\% = 0\%$

#phenomena 9: **Adaptation**

The accuracy Level Analysis of Phenomena (*The Camp Fire Girls*)

No.	Students Code	Case	Level of Accuracy			Total
			Accurate	Less Accurate	Inaccurate	
1.	X.1, X.2, X.3, X.5, X.6, X.7, X.8, X.9, X.10, X.12, X.13, X.14, X.15, X.16, X.17, X.18, X.19, X.20, X.21, X.22, X.23, X.24, X.25, X.26, X.27, X.28, X.29, X.30, X.31, X.32, X.33, X.34, X.35	C.9	√			33
2.	X.4				√	1
3.	X.11			√		1

\*note: see the codings in appendix 3

The percentage of accuracy in phenomena 7:

Accurate level : Px.9 = 33 students =  $33:35 \times 100\% = 94,28\%$

Less accurate level : Py.9 = 1 student =  $1:35 \times 100\% = 2,85\%$

Inaccurate level : Pz.9 = 1 student =  $1:35 \times 100\% = 2,85\%$

#phenomena 10: **Adaptation**

The accuracy Level Analysis of Phenomena (*United States*)

No.	Students Code	Case	Level of Accuracy			Total
			Accurate	Less Accurate	Inaccurate	
1.	X.1, X.3, X.4, X.5, X.6, X.7, X.8, X.9, X.10, X.11, X.12, X.13, X.14, X.16, X.18, X.19, X.21, X.22, X.23, X.26, X.27, X.29, X.30, X.31, X.32, X.33, X.34,	C.10	√			27
2.	X.2, X.15, X.17, X.20, X.24, X.28, X.35				√	7
3.	X.25			√		1

\*note: see the codings in appendix 3

The percentage of accuracy in phenomena 10:

Accurate level : Px.10 = 27 students =  $27:35 \times 100\% = 77,14\%$

Less accurate level : Py.10 = 7 students =  $7:35 \times 100\% = 20\%$

Inaccurate level : Pz.10 = 1 student =  $1:35 \times 100\% = 2,85\%$

#phenomena 11: **Adaptation**

The accuracy Level Analysis of Phenomena (*specially trained leaders*)

No.	Students Code	Case	Level of Accuracy	Total
-----	---------------	------	-------------------	-------

			Accurate	Less Accurate	Inaccurate	
1.	X.1, X.3, X.6, X.7, X.10, X.12, X.13, X.14, X.15, X.16, X.18, X.21, X.24, X.27, X.29, X.30, X.33	C.11		√		17
2.	X.2, X.5, X.11, X.17, X.20, X.25, X.28, X.34, X.35				√	9
3.	X.4, X.8, X.9, X.19, X.22, X.23, X.26, X.31, X.32		√			9

\*note: see the codings in appendix 3

The percentage of accuracy in phenomena 10:

Accurate level : Px.11 = 9 students =  $9:35 \times 100\% = 25,71\%$

Less accurate level : Py.11 = 17 students =  $17:35 \times 100\% = 48,57\%$

Inaccurate level : Pz.11 = 9 students =  $9:35 \times 100\% = 25,71\%$

#### #phenomena 12: **Adaptation**

The accuracy Level Analysis of Phenomena (*the national headquarters*)

No.	Students Code	Case	Level of Accuracy			Total
			Accurate	Less Accurate	Inaccurate	
1.	X.1, X.3, X.5, X.9, X.10, X.12, X.14, X.16, X.18, X.19, X.20, X.21, X.23, X.27, X.29, X.30, X.31,	C.12			√	17
2.	X.2, X.6, X.7, X.11, X.13, X.15, X.17, X.24, X.25, X.28, X.32, X.33, X.34, X.35			√		14
3.	X.4, X.8, X.22, X.26		√			4

\*note: see the codings in appendix 3

The percentage of accuracy in phenomena 12:

Accurate level : Px.12 = 4 students =  $4:35 \times 100\% = 11,42\%$

Less accurate level : Py.12 = 14 students =  $14:35 \times 100\% = 40\%$

Inaccurate level : Pz.12 = 17 students =  $17:35 \times 100\% = 48,57\%$

#### #phenomena 13: **Adaptation**

The accuracy Level Analysis of Phenomena (*customs of navy blue and white with red touches*)

No.	Students Code	Case	Level of Accuracy			Total
			Accurate	Less	Inaccurate	

				Accurate		
1.	X.1, X.2, X.3, X.4, X.5, X.6, X.7, X.8, X.9, X.10, X.11, X.12, X.14, X.16, X.17, X.18, X.19, X.22, X.23, X.24, X.27, X.28, X.29, X.30, X.31, X.32, X.33, X.34, X.35	C.13		√		29
2.	X.13, X.15, X.20, X.21, X.25, X.26,				√	6
3.	-		√			0

\*note: see the codings in appendix 3

The percentage of accuracy in phenomena 13:

Accurate level : Px.13 = 0 student =  $0:35 \times 100\% = 0\%$

Less accurate level : Py.13 = 29 students =  $29:35 \times 100\% = 82,85\%$

Inaccurate level : Pz.13 = 6 students =  $6:35 \times 100\% = 17,14\%$

#### #phenomena 14: **Adaptation**

The accuracy Level Analysis of Phenomena (*the American Indians*)

No.	Students Code	Case	Level of Accuracy			Total
			Accurate	Less Accurate	Inaccurate	
1.	X.1, X.6, X.14, X.15, X.16, X.20, X.26, X.27, X.28, X.29, X.35	C.14		√		11
2.	X.2, X.3, X.5, X.7, X.10, X.12, X.21, X.22, X.30, X.34				√	10
3.	X.4, X.8, X.9, X.11, X.13, X.17, X.18, X.19, X.23, X.24, X.25, X.31, X.32, X.33		√			14

\*note: see the codings in appendix 3

The percentage of accuracy in phenomena 14:

Accurate level : Px.14 = 14 students =  $14:35 \times 100\% = 40\%$

Less accurate level : Py.14 = 11 students =  $11:35 \times 100\% = 31,42\%$

Inaccurate level : Pz.14 = 10 students =  $10:35 \times 100\% = 28,57\%$

#### #phenomena 15: **Adaptation**

The accuracy Level Analysis of Phenomena (*trimed with colored beads*)

No.	Students Code	Case	Level of Accuracy			Total
			Accurate	Less Accurate	Inaccurate	
1.	X.1, X.3, X.4, X.5, X.7, X.9,	C.15	√			23

	X.12, X.13, X.14, X.16, X.17, X.18, X.20, X.21, X.24, X.25, X.27, X.29, X.30, X.31, X.33, X.34, X.35					
2.	X.2, X.6, X.8, X.10, X.11, X.23, X.32			√		7
3.	X.15, X.19, X.22, X.26, X.28				√	5

\*note: see the codings in appendix 3

The percentage of accuracy in phenomena 15:

Accurate level : Px.15 = 23 students =  $23:35 \times 100\% = 65,71\%$

Less accurate level : Py.15= 7 students =  $7:35 \times 100\% = 20\%$

Inaccurate level : Pz.15 = 5 students =  $5:35 \times 100\% = 14,28\%$



## **CURRICULUM VITAE**

Khoirul ibadiyah was born in Tanjung Tirto on June 26, 1991. She is the first daughter of Mr. Lukman Adim and Mrs. Tusiya. She grew up in the circumstance of her lovely parents. She had a sister that is Latifatun Nova Annisa and a brother that is Akib Maulana.

She firstly studied in kindergarten at TK Dharma Wanita tanjung Tirto in 1996-1997. She then continued her study in elementary school MII Tanjung Tirto in 1997-2003. In the period of 2003-2006, she studied in MTs Ma'arif NU.6 Taman Negri. After graduating from her junior high school, she decided her study at SMA Ma'arif NU.5 Purbolinggo in 2006-2009. At the same year, she actually registered as a S-1 student of English Education Study Program at State Islamic College (STAIN) Jurai Siwo Metro.

