

**THE ABILITY OF THE EIGHTH GRADE STUDENTS
TO TRANSLATE ENGLISH TEXT INTO
INDONESIAN AT SMP MUHAMMADIYAH 4
BANJARMASIN IN ACADEMIC YEAR 2010/2011**

THESIS



**By
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**ANTASARI STATE INSTITUTE FOR ISLAMIC
STUDIES
BANJARMASIN
2013 A.D/1434 H**

**THE ABILITY OF THE EIGHTH GRADE STUDENTS TO
TRANSLATE ENGLISH TEXT INTO INDONESIAN AT SMP
MUHAMMADIYAH 4 BANJARMASIN IN ACADEMIC YEAR
2010/2011**

THESIS

Presented to
Antasari State Institute for Islamic Studies Banjarmasin
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For degree of Sarjana in English Language Education

By

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STATEMENT OF AUTHENTICITY

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Certify that the work in this thesis is, to the best of my knowledge and belief, original, except as acknowledged in the text, and has not been submitted, either in whole or in part, for a degree at this university or any other university. If someday, it is proven as duplication, imitation, plagiarism or made by other partly or entirely, I understand that my thesis and academic title will be cancelled due to the law.

Banjarmasin, June 2013

The writer,

Jidi

APPROVAL

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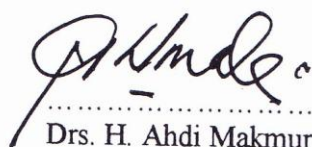
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ABSTRACT

Jidi. 2013. *“The Ability of The Eighth Grade Students to Translate English Text Into Indonesian at SMP Muhammadiyah 4 Banjarmasin in Academic Year 2010/2011”*. Thesis, English Education Department, Faculty of. Tarbiyah and Teachers Training. Advisors: (I) Drs. H. Ahdi Makmur, M.Pd. (II) Nani Hijriani, MA.

This research describes the ability level to Translate English Text Into Indonesian of The Eighth Grade Students at SMP Muhammadiyah 4 Banjarmasin in academic year 2010/2011”.

The Statement of Problems of this research are: How is the ability level to Translate English Text Into Indonesian of The Eighth Grade Students at SMP Muhammadiyah 4 Banjarmasin in academic year 2010/2011” and what specific aspects of the translation are difficult for the students to master.

The subject of this research is all the eighth grade students at SMP Muhammadiyah 4 Banjarmasin in academic year 2010/2011”. The object of the research is the ability of the eighth grade students of SMP Muhammadiyah 4 Banjarmasin in academic year 2010/2011 in translating text.

To collect the data, the writer uses some techniques such as observation, written test, interview, and documentary. Data processing in this research is divided into five phases: editing, coding, frequency computation, tabulation, and interpretation. Then, all the data are analyzed descriptively and qualitatively, and concluded inductively.

The result of this research indicates that the ability level to Translate English Text into Indonesian of The Eighth Grade Students at SMP Muhammadiyah 4 Banjarmasin in academic year 2010/2011” is Sufficient category (61.77)

ABSTRAK

Jidi. 2013. *“The Ability of The Eighth Grade Students to Translate English Text Into Indonesian at SMP Muhammadiyah 4 Banjarmasin in Academic Year 2010/2011”*. Skripsi, Jurusan Pendidikan Bahasa Inggris. Fakultas Tarbiyah dan keguruan. Pembimbing: (I) Drs. H. Ahdi Makmur, M.Pd. (II) Nani Hijriani, MA.

Penelitian ini menggambarkan tingkat kemampuan siswa kelas delapan SMP Muhammadiyah 4 Banjarmasin dalam menterjemahkan teks bahasa Inggris ke dalam bahasa Indonesia.

Formulasi masalah dari penelitian ini adalah bagaimana tingkat kemampuan siswa kelas delapan dalam menterjemahkan teks bahasa Inggris ke dalam bahasa Indonesia pada SMP Muhammadiyah 4 Banjarmasin tahun akademik 2010/2011 dan apakah aspek spesifik dalam menterjemahkan teks yang sulit dikuasai oleh siswa.

Subjek pada penelitian ini adalah semua siswa kelas delapan SMP Muhammadiyah 4 Banjarmasin tahun akademik 2010/1011. Sedangkan objek pada penelitian ini adalah kemampuan siswa kelas delapan dalam menterjemahkan teks bahasa Inggris ke dalam bahasa Indonesia pada SMP Muhammadiyah 4 Banjarmasin tahun akademik 2010/1011.

Dalam pengumpulan data penulis menggunakan beberapa teknik seperti observasi, tes tertulis, wawancara, dan dokumentasi. Proses pengolahan data dalam penelitian ini dibagi dalam lima tahap: pengeditan, pengkodean, frekuensi komputasi, pentabelan dan interpretasi data. Kemudian semua data dianalisis dengan menggunakan metode deskriptif kualitatif dan di simpulkan dengan menggunakan metode induktif.

Hasil dari penelitian ini menunjukkan bahwa tingkat kemampuan siswa kelas delapan dalam menterjemahkan teks bahasa Inggris ke dalam bahasa Indonesia pada SMP Muhammadiyah 4 Banjarmasin tahun akademik 2010/1011 adalah pada kategori sedang dengan nilai rata-rata 61,77.

MOTTO

It's enough to remember the death as the best advisor for you

***CUKUPLAH INGAT MATI
ITU NASEHAT TERBAIK
BAGIMU***

DEDICATION

Thanks to Allah SWT for everything and always keeps blessing me until now and forever. And thanks to our prophet, Muhammad SAW for leading us to the right way.

This thesis is dedicated to:

1. My beloved father and mother who always pray and give me spirit to be a successful man.
2. My teachers from elementary school until university, who always support, give me their knowledge, educate me and patiently guide me to be a good student and successful man.
3. My Sisters and brothers, especially the students of PBI 2006 and all friends of mine.

I love you all...

May Allah love all people I love. May Allah forgive our mistakes, amiiin.

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وعلى آله وصحبه أجمعين . أما بعد.

All Praises be to Allah the Almighty for His Mercy and Guidance until the writer can finish the thesis entitled **“The Ability of The Eighth Grade Students to Translate English Text Into Indonesian at SMP Muhammadiyah 4 Banjarmasin in Academic Year 2010/2011”**.

May blessing and salutation always be upon the great Prophet Muhammad (PBUH), all his families, his companions, as well as his followers until the end of the day.

The writer expresses appreciation and gratitude to those who gave their support, advice, guidance, idea, help and motivation in finishing this thesis, they are:

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8. All people who have directly or indirectly participated in the efforts of completing this thesis. Thanks a lot for contributing, may Allah bless their good deed, and forgive all mistakes that we have ever done, Amin.

Finally, the writer hopes that this research paper will be useful for the next researchers. The writer believes that this research paper is far from adequate information. For the improvement of this research, the writer wishes the readers of this research give their critics and suggestions.

Banjarmasin,

Rajab 1434 H
May 2013 A. D

The writer,

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CHAPTER I

INTRODUCTION

A. Rational

As human being, we are the best creature. The God has given us a mind which it is not given to other creature such as animals. We know, human being is the social creature, cannot live alone. To fulfill his needs, he has to communicate to others in his many daily activities. He has to make interaction with another person. Automatically, language becomes one of important tools, either in writing or oral.

It is reality that the human beings of the world have various languages in expressing their wish, idea, thought and feeling. There are Arabic, English, Indonesian and other languages. Therefore, it is important to learn other languages in order to make the same understanding in communication. It is related to what Allah said in The Holy Quran in the Al- Hujurat verse 13 as follows:

يَا أَيُّهَا النَّاسُ إِنَّا خَلَقْنَاكُمْ مِنْ ذَكَرٍ وَأُنْثَىٰ وَجَعَلْنَاكُمْ شُعُوبًا وَقَبَائِلَ لِتَعَارَفُوا ۚ إِنَّ

أَكْرَمَكُمْ عِنْدَ اللَّهِ أَتْقَاكُمْ ۚ إِنَّ اللَّهَ عَلِيمٌ خَبِيرٌ ﴿١٣﴾

O mankind, indeed We have created you from male and female and made you peoples and tribes that you may know one another. Indeed, the most noble of you

in the sight of Allah is the most righteous of you. Indeed, Allah is Knowing and Acquainted.¹

English is one of many languages in the world. It plays an important part in enhancing and improving our knowledge of science and technology and also to develop our relationship with other countries. That is why, English must be taught from elementary school to university, whether it is General Schools or Islamic Schools.

One of the chapters in GBHN 1990-2000 which is related to education, states the following: “Program pendidikan yang diadakan pemerintah Indonesia di seluruh tanah air adalah seluruhnya diberikan kepada orang Indonesia dengan mutu pendidikan yang lebih baik yang bertujuan memudahkan pembangunan nasional kita di masa depan.” It means that educational program run by the Indonesian government throughout the country is entirely aimed at providing the whole people of Indonesia with a better educational quality for further purpose of facilitating our national development in the future.

English as a key or source of science and technology, almost sciences are written and translated into English. Because of the importance English, government makes it one of educational program, which is poured onto the lesson whether it is in general schools or Islamic schools, included in SMP Muhammadiyah 4 Banjarmasin.

Learning English at SMP Muhammadiyah 4 Banjarmasin covers four abilities of English, they are listening, speaking, reading and writing. All of these

¹ Sahih International. file:///F:/49.htm, 19, 12, 2012

abilities should be mastered by every student in learning English. Besides, students are also expected to have ability to translate English into Indonesian, because translation is an important part to understand the references. Sometimes, a student is able to read the available text, but not to translate it, so he does not understand the literature yet.

Translation is the process to transfer written or spoken source language (SL) texts to equivalent written or spoken target language (TL) texts. The basic purpose of translation is to reproduce various types of texts, comprising literary, religious, scientific, philosophical texts etc. in another language and that making them available to wider readers, to a greater number of target audience and to bring the world closer.²

However translation is not an easy job. If language is just a classification for a set of general or universal concepts, it will be of course very easy to translate from a source language to a target language. However, translation covers not only word for word translation but also many other factors. The concepts of one language may differ radically from those of another. This is because each language articulates or organizes the word differently. The bigger the gap between the SL and the TL, the more difficult the process of transfer will be. The difference between the two languages and the difference in cultures makes the process of translating a real challenge. The problematic factors include translation like form, style, meaning, proverbs, idioms, etc.

² <http://www.thelanguagetranslation.com/translation-process.html>, 24, 05, 2012.

Based on observation and introduction that writer did at SMP Muhammadiyah 4 Banjarmasin for *PPL* II (October 1, 2009 until November 30, 2009), it is obtained the information that the students do not have ability yet to translate English text into Indonesian well. It means that the ability of the students at SMP Muhammadiyah 4 Banjarmasin to translate English text into Indonesian may be are still low. Based on the fact above, the writer is interested, and it is needed to analyze up toward this problem which is poured in a paper on the title, “THE ABILITY OF THE EIGHTH GRADE STUDENTS TO TRANSLATE ENGLISH TEXT INTO INDONESIAN AT SMP MUHAMMADIYAH 4 BANJARMASIN IN ACADEMIC YEAR 2010/2011.”

To avoid the misunderstanding in giving interpretation and to make a clear statement toward the title above, the writer gives some confirmation as follows:

1. Ability is a being able: power to do (something physical or mental). It means ability to do something. In this research, especially to translate English text.³
2. Translate is to move from one place or condition to another, transfer, specify.⁴

In this research translation is meant as the replacement of textual material in one language (SL) by equivalent textual material in another language (TL). (Catford, 1969:20)⁵

³ Victoria Neufel, *Webster's World College Dictionary*, (New York: Micmillan USA third Edition. 1996),p. 2

⁴ Ibid, p. 1421

⁵ http://losarianation.wordpress.com/2010/06/06/definisi_translation/9/8/2011.

3. Text is main printed part of book, original words of a speaker. The writer thinks, there are two kinds of language translation source, namely oral and text, but in this research, the writer just takes the text source to make this research becomes simple.

Thus, the meaning of the title is the students' ability of eighth grade to translate or to replace the textual material in one language (SL) by equivalent textual material in another language (TL) English text into Indonesian at SMP Muhammadiyah 4 Banjarmasin in academic year 2011/2011.

B. Statement of problem

Based on the background above, the writer purposes the following problem as follows:

1. How is the ability of the students in translating English text into Indonesian at SMP Muhammadiyah 4 Banjarmasin?
2. What items of translation that difficult for the students to master?

C. Reasons for Selecting the Title

There are some reasons to make the writer is interested in this paper namely:

1. Because English is world language. English is a very important language to learn today. This language is not only limited to be used and spoken by those who are native speaker, but also those who are living in countries

where English is accepted both as the second language or foreign language as well.

2. The ability to translate English text writing into Indonesian is one important part that should be mastered by each person who learns English. Someone can not understand the meaning of other language so that he can translate the other language to himself language.
3. However translation is not an easy job. If language is just a classification for a set of general or universal concepts, it will be of course very easy to translate from a source language to a target language. But translation covers not only word for word translation but also many other factors. The concepts of one language may differ radically from those of another. This is because each language articulates or organizes the word differently. The bigger the gap between the SL and the TL, the more difficult the process of transfer will be. The difference between the two languages and the difference in cultures makes the process of translating a real challenge. The problematic factors include translation like form, style, meaning, proverbs, idioms, etc.⁶ Every language has different grammar, norm and structure. To translate the English text writing into Indonesian is needed certain skills, because each language has powers and norms respectively.

⁶ <http://www.thelanguagetranslation.com/translation-process.html>, 24, 05, 2012.

D. Purpose of Research

This paper will be done to achieve purposes as the following:

1. To know the ability of the students in translating English text into Indonesian at SMP Muhammadiyah 4 Banjarmasin.
2. To know the items of translation that difficult for the students to master.

E. Significance of Research

This research is expected to be useful, namely:

1. It is a kind of information for SMP Muhammadiyah 4 Banjarmasin and all people about the ability to translate English text writing into Indonesian.
2. It is benefit to enrich the writer's knowledge and experience on related field, and for those who may need the result of this research later,
3. It can give new information, especially to enrich IAIN Antasari's literature.

F. Organization of Writing

This paper is divided into five chapters as follows:

1. Chapter I

Chapter I is introduction which is consisting of rationale, statement of the problem, reasons for selecting the title, purposes of research, significance of research and organization of writing.

2. Chapter II

Chapter II is theoretical review about ability of students to translate, that involve definition of ability in learning process, definition of translation, methods of translation, translation process and aspects of translation.

3. Chapter III

Chapter III is research method of paper that involves subject and object of research, data, sources of data and techniques of data collecting, research basic framework, measurement design, technique of data processing and analyzing, and research procedure.

4. Chapter IV

Chapter IV is report of research result that involves general description of the research location, data reporting, and data analyzing.

5. Chapter V

Chapter V is closing that involves conclusion and suggestions.

CHAPTER II

THEORETICAL REVIEW

A. Definition of Ability

Ability is a noun form derived from the word *able* means having enough, power, skill or resources to do something.⁷ Ability also means capacity or power (to do something) physical or mental.

In the *Penguin Dictionary of Psychology*, stated that ability is power to perform an act, physical or mental, either before or after training. It must be distinguished from aptitude.⁸

In *Kamus Lengkap Psikologi*, ability means “kemampuan, ketangkasan sejak lahir atau merupakan hasil dari latihan dan praktek”.⁹ It also means “kemampuan atau kekuatan untuk menampilkan suatu tindakan atau daya”.¹⁰ In another dictionary, it means “kesanggupan, keahlian, kekuatan melakukan suatu tindakan fisik atau mental yang dapat dinyatakan melalui pengukuran tertentu”.¹¹

⁷Noah Webster, *Webster Elementary Dictionary*, (New York: William Collins Publisher, 1980), p. 2.

⁸James Drever, *The Penguin Dictionary of Psychology*, (New York: Penguin Books, 1952), p. 7.

⁹J. P. Chaplin, *Kamus Lengkap Psikologi*, (Jakarta: PT. Raja Grafindo Persada, 2003), p. 2.

¹⁰H. M. Hafi Ansari, *Kamus Psikologi*, (Surabaya: Usaha Nasional, 1996), p. 11.

¹¹A. R. Henry Sitanggang, *Kamus Psikologi*, (Bandung: Armico, 1994), p. 9.

In *Indonesian Dictionary*, ability means “Kemampuan, kesanggupan, kecakapan dan kekuatan”.¹² Poerwadarminta stated that ability is “Suatu Keterampilan, karena keterampilan adalah kecekatan, kecakapan, atau kemampuan untuk melakukan sesuatu dengan baik dan cermat (dengan keahlian)”.¹³ It is also synonymous with skill, competence, capacity and capability, but sometimes those synonyms have specific meaning.

Based on another psychology dictionary, ability means “kecakapan, bakat, kemampuan; istilah umum yang dikaitkan dengan kemampuan atau potensi untuk menguasai suatu keahlian ataupun pemilikan keahlian itu sendiri”.¹⁴

From some terms above, we can conclude that ability in learning process means the capability to do something or to master a skill physically or mentally.

B. Definition of Translation

Some experts give explanation about translation as follows:

1. Translation is the replacement of textual material in one language (SL) by equivalent textual material in another language (TL). (Catford, 1969:20)
2. Translation is made possibly by an equivalence of thought that lies behind its different verbal expressions. (Savory, 1969:13)

¹²Departemen Pendidikan Indonesia, *Kamus Besar Bahasa Indonesia*, (Jakarta: Balai Pustaka, 1994), p. 263

¹³W. J. S Poerwadarminta, *Kamus Umum Bahasa Indonesia*, (Jakarta: Balai Pustaka, 1988), p. 1088.

¹⁴Kartini Kartono and Dali Gulo, *Kamus Psikologi*, (Bandung: CV. Pionir Jaya Bandung, 1987), p. 01.

3. Translation consists of reproducing in the receptor language the closest natural equivalence of the source language message, first in terms of meaning and secondly in terms of style. (Nida and Taber, 1969:12)
4. Translation is a process of finding a TL equivalent for a SL utterance. (Pinchuck, 1977:38)
5. Translation is the rendering of a source language (SL) text into the target language (TL) so as to ensure that (1) the surface meaning of the two will be approximately similar and (2) the structure of the SL will be preserved as closely as possible, but not so closely that the TL structures will be seriously distorted (Mc.Guire, 1980:2)
6. Translation is a craft consisting in the attempt to replace a written message and/or statement in one language by the same message and/or statement in another language. (Newmark, 1981:7)
7. Roger T. Bell (1993:5), translating the definition of translation according to Dubois, states that Translation is the expression in another language (or target language) of what has been expressed in another, source language, preserving semantic and stylistic equivalences.¹⁵
8. Translation is the general term referring to the transfer of thoughts and ideas from one language (source) to another (target), whether the languages are in written or oral form; whether the languages have established orthographies or do not have such standardization or whether

¹⁵ http://losarianation.wordpress.com/2010/06/06/definisi_translation/

one or both languages is based on signs, as with sign languages of the deaf (Brislin, 1976)

9. Translation is a transfer process which aims at the transformation of a written SL text into an optimally equivalent TL text, and which requires the syntactic, the systematic and the pragmatic understanding and analytical processing of the SL (Wilss and Noss, 1982).
10. I see translation as the attempt to produce a text so transparent that it does not seem to be translated. (Venuti, 1991:1)¹⁶
11. Wills (1982:112) says that translation is procedure which leads from a written source language text to an optimally equivalent target language text and requires the syntactic, semantic, stylistic, and text pragmatic comprehension by the translator of the original text.
12. Malinowski (1965:11-2) quoted by Tuo (1999:31) says that translation must always be the re-creation of the original into something profoundly different. On the other hand, it is never substitution of word for word but invariably the translation of whole context.
13. Baker (1992:20) says that the equivalence is adopted in this book for the sake of convenience – because most translator are used to it rather than because it has any theoretical status. It is used here with the provision that although equivalence can always be obtained to some extent, it is influenced by a variety of linguistic and cultural factors and it is therefore always relative.

¹⁶ http://losarianation.wordpress.com/2010/06/06/definisi_translation/

14. Steiner (1994:103) says that translation can be seen as generation of text under specific constraints that is relative stability of some situational factors and therefore, register, and classically, change of language and context of culture.¹⁷

Based on some of translation definition above, the writer can assume simply that translation is replacement of textual material in one language by equivalent textual material in another language.

C. Methods of Translation

The central problem of translating has always been whether to translate literally or freely. The argument has been going on since at least the first century BC. Up to the beginning of the nineteenth century, many writers favoured some kind of 'free' translation: the spirit, not the letter; the sense not the words; the message rather than the form; the matter not the manner. This was the often revolutionary slogan of writers who wanted the truth to be read and understood - Tyndale and Dolet were burned at the stake, Wycliffe's works were banned. Then at the turn of the nineteenth century, when the study of cultural anthropology suggested that the linguistic barriers were insuperable and that language was entirely the product of culture, the view that translation was impossible gained some currency, and with it that, if attempted at all, it must be as literal as possible. This view culminated in the statements of the extreme 'literalists' Walter Benjamin and Vladimir Nabokov.

¹⁷<http://english314jtw.blogspot.com/2011/03/definisi-penerjemahan.html>

The argument was theoretical: the purpose of the translation, the nature of the readership, the type of text, was not discussed. Too often, writer, translator and reader were implicitly identified with each other. Now the context has changed, but the basic problem remains.¹⁸

There are eight methods of translation: word-for-word translation, literal translation, faithful translation, semantic translation, adaptive translation, free translation, idiomatic translation, and communicative translation.

1. Word for Word Translation

Here the source language word is translated into another language by their most common meanings, which can also be out of context at times, especially in idioms and proverbs.¹⁹

The SL word order is preserved and the words translated by their most common meanings. Cultural words are translated literally. The main use of this method is either to understand the mechanics of the source language or to construe a difficult text as pre-translation process.²⁰

These are some examples of translation which uses word for word translation method based on the expert above:

a. SL : Look, little guy, you-all shouldn't be doing that.

TL : *Lihat, kecil anak, kamu semua harus tidak melakukan ini.*

¹⁸ <http://arisatria87.blogspot.com/2009/03/translation-methods.html>

¹⁹ <http://www.thelanguagetranslation.com/translation-process.html>

²⁰ *Op. Cit.* <http://arisatria87.blogspot.com/2009/03/translation-methods.html>

If we look at the result of translation above, SL sentence that be resulted is very bad or so confused and it is not relevant because phrase arrangement “*kecil anak*” is not correct with Indonesian grammar and the meaning of phrase “*harus tidak*” is not right. Both of them should be “*anak kecil*” and “*seharusnya tidak*”. Also, word “that” should be translated with “*itu*”, it is not “*ini*”. So, translation of that sentence to be: “*Lihat, anak kecil, kamu semua seharusnya tidak melakukan itu*”.

b. SL : I like that clever student.

TL : *Saya menyukai itu pintar anak.*

The result of the translation is not right base on Indonesian grammar because the right word arrangement is not “*itu pintar anak*” but “*anak pintar itu*”, so that the translation of the sentence should be: “*saya menyukai anak pintar itu*”.

c. SL : I will go to New York tomorrow.

TL : *Saya akan pergi ke New York besok.*

d. SL : Joanne gave me two tickets yesterday.

TL : *Joanne memberi saya dua tiket kemarin.*²¹

The result of sentences translation 3rd and 4th are not as bad as translation of 1st and 2nd sentences, because the structures of the sentences are same. Its mean that the translation result of the sentences still can be accept although the translation is not good enough yet. However, there are some alternatives of translation result which more natural and can be accepted, for example:

c. “*Besok pagi saya akan pergi ke New York*”.

d. “*Kemarin Joanne memberiku dua buah tiket*”.²²

²¹ Op. Cit. <http://arisatria87.blogspot.com/2009/03/translation-methods.html>

2. Literal Translation

Here the source language grammatical constructions are translated to their nearest target language. However the lexical words are translated singly, out of context.²³ The SL grammatical constructions are converted to their nearest TL equivalents but the lexical items are again translated out of context. As pre-translation process, it indicates problems to be solved.²⁴

Look at the example below:

- a. SL : Look, little guy, you-all shouldn't be doing that.

TL : *Lihat, anak kecil, kamu semua seharusnya tidak berbuat seperti itu.*

- b. SL : It's raining cats and dogs.

TL : *Hujan kucing dan anjing.*

- c. SL : His hearth is in the right place.

TL : *Hatinya berada di tempat yang benar.*

- d. SL : The Sooner or the later the weather will change.

TL : *Lebih cepat atau lebih lambat cuaca akan berubah.*

If we see from the translation result, some sentences that was translated still seem error, such as in second sentence, it should be translated to be "*hujan lebat*" or "*hujan deras*". The 3rd sentence should be translated to be "*hatinya tenteram*". But, if the translated was like that, it is like free translation. Similarly with 4th sentence, the sentence should be translated to be "*Cepat atau lambat*

²² *Op. Cit.* <http://english314jtw.blogspot.com/2010/04/metode-terjemahan.html>

²³ *Op. Cit.* <http://www.thelanguagetranslation.com/translation-process.html>

²⁴ *Op. Cit.* <http://arisatria87.blogspot.com/2009/03/translation-methods.html>

cuacanya

akan

*berubah”.*²⁵

3. Faithful Translation

Here the translation interprets the exact contextual meaning of the original within the constraints of the grammatical structures of the target language.²⁶ It attempts to reproduce the precise contextual meaning of the original within the constraints of the TL grammatical structures. It transfers cultural words and preserves the degree of grammatical and lexical deviation from SL norms. It attempts to be completely faithful to the intentions and the text-realisation of the SL writer.²⁷

Look at the examples of translation below:

1. SL : Ben is too well aware that he is naughty.

TL : *Ben menyadari terlalu baik bahwa ia nakal.*

2. SL : I have quite a few friends.

TL : *Saya mempunyai samasekali tidak banyak teman.*²⁸

4. Semantic Translation

²⁵ *Op. Cit.* <http://english314jtw.blogspot.com/2010/04/metode-terjemahan.html>

²⁶ *Op. Cit.* <http://www.thelanguagetranslation.com/translation-process.html>

²⁷ *Op. Cit.* <http://arisatria87.blogspot.com/2009/03/translation-methods.html>

²⁸ *Op. Cit.* <http://english314jtw.blogspot.com/2010/04/metode-terjemahan.html>

Semantic translation refers to that type of translation which takes into account the aesthetic value of the source language text.²⁹ It differs from faithful translation only in as far as it must take more account of the aesthetic value of the SL text.³⁰ While 'faithful' translation is dogmatic, semantic translation is more flexible.³¹

Example:

SL : He is a book-worm.

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

Book-worm phrase is translated flexibly based on culture context and functional limitation which is corrected in TL. But the translation above is not correct yet and it should be translated to be: "*Dia seorang kutu buku*".³²

5. Communicative Translation

This method displays the exact contextual meaning of the original text in a manner where both content and language are easily acceptable and comprehensible to the readers.³³ It attempts to render the exact contextual

²⁹ *Op. Cit.* <http://www.thelanguagetranslation.com/translation-process.html>

³⁰ <http://translationjournal.net/journal/41culture.htm> 26-05-12

³¹ *Op. Cit.* <http://arisatria87.blogspot.com/2009/03/translation-methods.html>

³² *Op. Cit.* <http://english314jtw.blogspot.com/2010/04/metode-terjemahan.html>

³³ *Op. Cit.* <http://www.thelanguagetranslation.com/translation-process.html>

meaning of the original in such a way that both language and content are readily acceptable and comprehensible to the readership.³⁴

6. Idiomatic Translation

It translates the message of the original text but tends to distort the original meaning at times by preferring colloquialisms and idioms. It reproduces the message of the original but tends to distort nuances of meaning by preferring colloquialisms and idioms.³⁵

Examples:

1. SL : Salina!, Excuse me, Salina!

TL : *Salina!, Permisi, Salina!*

2. SL : I can relate to that.

TL : *Aku mengerti maksudnya.*

3. SL : You're cheery mood.

TL : *Kamu kelihatan ceria.*

4. SL : Tell me, I am not in a cage now.

TL : *Ayo, berilah aku semangat bahwa aku orang bebas.*

5. SL : Excuse me?

TL : *Maaf, apa maksud Anda?*³⁶

7. Free Translation

³⁴ *Op. cit.* <http://translationjournal.net/journal/41culture.htm> 26-05-12

³⁵ *Op. Cit.* <http://www.thelanguagetranslation.com/translation-process.html>

³⁶ *Op. Cit.* <http://english314jtw.blogspot.com/2010/04/metode-terjemahan.html>

This method of translation produces the translated text without the style, form, or content of the original text.³⁷ It reproduces the matter without the manner, or the content without the form of the original. Usually it is a paraphrase much longer than the original.³⁸

Examples:

1. SL : The flowers in the garden.

TL : *Bunga-bunga yang tumbuh di kebun.*

2. SL : How they live on what he makes?

TL : *Bagaimana mereka dapat hidup dengan penghasilannya?*

In the 1st example, there is changing that called with shunt up (*langsir ke atas*), because from the preposition phrase “in the garden” become sentence “*yang tumbuh di kebun*”. And then, at number of two, there is changing that called shunt down (*langsir ke bawah*), because the sentence of “on what he makes” to be phrase “*dengan penghasilannya*”.

The other examples:

3. SL : Tatik is growing with happiness.

TL : *Tati, hatinya berbunga-bunga.*

4. SL : Look, little guy, you-all shouldn't be doing this.

³⁷ *Op. Cit.* <http://www.thelanguagetranslation.com/translation-process.html>

³⁸ *Op. Cit.* <http://translationjournal.net/journal/41culture.htm> 26-05-12

TL : *Dengar nak, mengapa kamu semua melakukan hal-hal seperti ini. Ini tidak baik.*

Sentence below is example of free translation which is looked very extreme. It is reported by Moentaha:

5. SL : I kissed her.

TL : *Saya telah mencetak sebuah ciuman pada bibirnya yang merah.*

The translation above is as if radical, although the translation still defend the content and message. Whereas, the translation can be “*Saya telah menciumnya*”.³⁹

8. Adaptation

Adaptation refers to that type of translation which is used mainly for plays and poems. The text is rewritten considering the source language culture which is converted to the target language culture where the characters, themes, plots are usually preserved.⁴⁰ This is the freest form of translation mainly used for plays and poetry: themes/characters/plots preserved, SL culture converted to TL culture & text is rewritten. (From A Textbook of Translation by P. Newmark)⁴¹

³⁹ *Op. Cit.* <http://english314jtw.blogspot.com/2010/04/metode-terjemahan.html>

⁴⁰ *Op. Cit.* <http://www.thelanguagetranslation.com/translation-process.html>

⁴¹ *Op. Cit.* <http://www.slideshare.net/dr.shadiabanjar/methods-of-translation-presentation>

The sentences below are examples from an English song lyric which is translated in Indonesian:

SL : Hey Jude, don't make it bad

Take a sad song and make it better

Remember to let her into your heart

Then you can start to make it better

(Hey Jude-The Beatles, 196)

TL : *Kasih, dimanakah Mengapa kau tinggalkan aku*

Ingatlah-ingatlah kau padaku

*Janji setiamu tak kan kulupa*⁴²

D. Translation Processes

The translation processes implies an entire process of how a translator produces equivalences between a text and portions of a text into another language.

The translation process can be described as:

1. Decoding the meaning of the source text, and
2. Re-encoding or translating this meaning in the target language.

Behind this simple process lies various activities like checking grammar, syntax, idioms, semantics, and the like of the source language and also the culture of its speakers. The translator needs indepth knowledge in decoding and then re-encoding the meaning in the target language. In many cases, it is necessary that

⁴² *Op. Cit.* <http://english314jtw.blogspot.com/2010/04/metode-terjemahan.html>

the translator's knowledge of the target language is more important than his knowledge of the source language.

The following is the process that is usually followed by all to ensure a well written, accurate translation:

1. The document that is to be translated is assigned to a person who is well versed with the native language is that which the document is being translated into.
2. The document is edited by a person who is fluent in both the target and source languages. Accuracy, grammar, spelling and writing style are all checked in the editing stage.
3. The document is proofread by a person who is fluent in both languages. It is also necessary to check spelling and layout.

Finally, before the document goes to the client, the document is further rechecked to ensure that the translation is correct, there is no missing text and the layout is perfect.⁴³

E. Aspect of Translation

Translation is studying the lexicon, grammatical structure, communication situation, and cultural context of the source language text, analyzing it in order to determine its meaning, and then reconstructing this same meaning using lexicon and grammatical structure which are appropriate in the receptor language and its cultural context.(Larson, 1984: 3)

⁴³ <http://www.mt-archive.info/MIT-1952-Richens.pdf>

Aspects of translation are:

1. Lexical

The lexical definition of a term, also known as the dictionary definition, is the meaning of the term in common usage. As its other name implies, this is the sort of definition one is likely to find in the dictionary. A lexical definition is usually the type expected from a request for definition, and it is generally expected that such a definition will be stated as simply as possible in order to convey information to the widest audience.

Note that a lexical definition is *descriptive*, reporting actual usage within speakers of a language, and changes with changing usage of the term, rather than *prescriptive*, which would be to stick with a version regarded as "correct", regardless of drift in accepted meaning. They tend to be inclusive, attempting to capture everything the term is used to refer to, and as such are often too vague for many purposes.⁴⁴

2. Grammatical structure

Grammatical structure is the study of the classes of words, their inflections, and their functions and relations in the sentence or a study of what is to be preferred and what avoided in inflection and syntax.⁴⁵

3. Communication situation

Communication situation describes about situation or condition where the communication happen.

⁴⁴ <http://www.merriam-webster.com/dictionary/grammar>

⁴⁵ Ibid. <http://www.merriam-webster.com/dictionary/grammar>

4. Cultural context of the source language text

Nida (1964: 166) says that defining a dynamic equivalent translation is to describe it as "the closest natural equivalent to the source-language message". This definition contains three essential terms, namely (1) *equivalent*, which refers to the source-language message; (2) *natural*, which refers to the receptor language; and (3) *closest*, which "binds the two orientations together on the basis of the highest degree of approximation". *Natural* refers to three areas of the communication process: a natural rendering should fit the whole receptor language and culture, the context of the specific message, and the receptor-language audience. Therefore the translation should bear no obvious trace of a foreign origin. A natural translation would have to deal with two main areas of adaptation, which is grammar and lexicon. The grammatical adaptation takes place more readily since one is obliged to make adjustments such as shifting word order or using nouns instead of verbs in the receptor language. The lexical structure of the source message is less easily adjusted to the semantic requirements of the receptor language because there are no strict grammatical rules but a variety of options.⁴⁶

Nida (1964: 167) says that "no translation that attempts to bridge a wide cultural gap can hope to eliminate all traces of the foreign setting". He goes on to say that "it is inevitable that when source and receptor languages represent very different cultures there should be many basic themes and accounts which cannot be 'naturalized' by the process of translating".

⁴⁶ [Http://en.wikipedia.org/wiki/Cultural_translation](http://en.wikipedia.org/wiki/Cultural_translation)

Naturalness of expression in the receptor is, according to Nida (1964: 168), basically a problem of co-suitability. This problem occurs at several levels:

1. Word classes (where a noun is used instead of the verb);
2. Grammatical categories (in some languages predicate-nominatives must agree in number with the subject);
3. Semantic classes;
4. Discourse types (some languages require direct quotation and other indirect); and
5. Cultural context (some practices are strange to other cultures).

A natural translation must also be in accordance with the context of the specific message, which could include grammatical and lexical elements but also detailed matters such as intonation and sentence rhythm. For instance, a translator should be sensitive to the register and style of the source text and thus be aware not to use slang, vulgarities or colloquialisms when not asked for in the text. The translator should, however, not turn a straightforward piece of text into a technical work that is longwinded and difficult to understand.⁴⁷

⁴⁷ [Http://en.wikipedia.org/wiki/Cultural_translation](http://en.wikipedia.org/wiki/Cultural_translation)

CHAPTER III

METHOD OF THE RESEARCH

A. Subject and Object of the Research

1. Subject of the Research

Subject of this research is all students of the eighth grade at SMP Muhammadiyah 4 Banjarmasin in academic year 2010/2011 which has two classes and the numbers of them are 73 students, 40 males and 33 females. To see the subject, this table may be helpful.

Tabel 3. 1. The Total Number of All Students of the Eighth grade at SMP Muhammadiyah 4 Banjarmasin in Academic Year 2010/2011

| No. | Class | Sex | | Total |
|------------|---------------|-------------|---------------|--------------|
| | | Male | Female | |
| 1 | VIII A | 19 | 17 | 36 |
| 2 | VIII B | 21 | 16 | 37 |
| | Total | | | 73 |

2. Object of The Research

Object of the research is the ability of the eighth grade students to translate English text writing into Indonesian at SMP Muhammadiyah 4 Banjarmasin in Academic year 2010/2011.

B. Data, Sources of Data and Techniques of Data Collecting

1. Data

a. Primary Data

The data in the research are the ability level of the students to translate English text into Indonesian:

- 1) The ability to translate English words
- 2) The ability to translate English sentences
- 3) The ability to translate English paragraph

b. Secondary Data

The data are about general description of research location that involves:

- 1) Brief history about the establishment of SMP Muhammadiyah 4 Banjarmasin and its development.
- 2) Description about headmaster, teachers, students, and administration staff condition.

2. Sources of data

The sources of data in this research are:

- a. Respondents are all students of the eighth grade at SMP Muhammadiyah 4 Banjarmasin in The Academic Year 2010/2011.
- b. Informants are headmaster, English teacher and administration staff.
- c. Documentary of school.

3. Techniques of data collecting

The techniques of data collecting used in this research are:

- a. Test

This test is used to get the data of the ability level of the eighth grade students to translate English text writing into Indonesian at SMP Muhammadiyah 4 Banjarmasin.

b. Interview

This technique is used to get secondary data from headmaster, English teacher and the leader of administration staff.

c. Observation

This technique is used to collect the data about the facilities at that school.

d. Documentary

This technique is used to collect the data about general description of research location and other secondary data from administration staff office.

Concerning to the data, sources of data, techniques of data collecting used in this research, the following matrix will be helpful.

Table 3. 2. Data, Source of Data and Techniques of Data Collection

| No. | Data | Source of Data | TDC |
|-----|---|----------------|--------------|
| 1. | <p>The ability level of the students to translate</p> <p>a. The ability to translate English words</p> <p>b. The ability to translate</p> | Students | Written test |

| | | | |
|---|---|---------------------------------|-----------------------|
| 2 | English sentences | Students | Written test |
| | c. The ability to translate English paragraph | | |
| | General description of research place: | Students | Written test |
| | a. Brief history about SMP Muhammadiyah 4 Banjarmasin, establishment and its development. | Headmaster/administration staff | Interview/documentary |
| | b. Description about headmaster, teachers, students, and administration staff condition | Headmaster/administration staff | Interview/documentary |

C. Measurement Design

It is used to measure the ability level of the students to translate English text writing into Indonesian by looking at written test.

This ability is measured based on:

1. The ability to translate words (10), each item has score 2,5, so the total is 25.
2. The ability to translate sentences (5 sentences), each item has score 5, so the total is 25.
3. The ability to translate paragraph (2 paragraphs), each paragraph has score 25, so the total is 50.

Thus, the total scores for the ability to translate English text wiring into Indonesian of the eighth grade students at SMP Muhammadiyah 4 Banjarmasin are about 0-100. The scores are categorized into the following category:

1. 0 -< 50 : Very Poor
2. 50 -< 60 : Poor
3. 60 -< 70 : Sufficient
4. 70 -< 80 : Good
5. 80 -< 100 : Excellent⁴⁸

To see the average score of the students' ability to translate English text into Indonesian, the writer uses the formula "Mean" as the following:

$$Mx = \frac{\sum Fx}{N}$$

Notes:

Mx : an average score

$\sum Fx$: the total number of multiple result both respective score and frequency

N : Number of scores

⁴⁸ Anas Sudjiono, *Pengantar Statistik Pendidikan*, (Jakarta: CV. Rajawali Press, 2004), p. 43.

D. Techniques of Data Processing and Analyzing

1. Techniques of data processing

The techniques of data processing in this research are:

a. Editing

This technique is used to reexamine all the collected data to make certain whether they have been completed or not yet.

b. Coding

The writer classifies all the data that have been edited, according to their kinds by making codes on all the collected data

c. Scoring

The writer gives score toward result of answering, especially in the matter of students' ability variable.

d. Tabulating

In this way, the writer composes and puts the data into a table to make data interpreting and analyzing easily.

e. Interpreting

This way is used in order to clarify the meaning of the data. Before interpreting the data, the writer has to count the percentage by using the following formula:

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

Notes:

F : The frequency of answering

N : Total number of respondents who answered

P : percentage scores

After that, all the percentage scores are interpreted by using the following categories:

- a. 00 - < 50 % = very poor
- b. 50 - < 60 % = poor
- c. 60 - < 70 % = sufficient
- d. 70 - < 80 % = good
- e. 80 - < 100 % = excellent

2. Data analyzing

To analyze the data in this research, the writer uses qualitative analysis. Then, the writer makes the conclusion by inductive method.

E. Research Procedure

There are some steps that are passed through in completing this research as the followings:

1. Preliminary step

- a. To hold a prior observation in the research object.
- b. To discuss the result of the research with the writer's advisor.
- c. To make a research design proposal to be submitted to the Tarbiyah Paper Board to approve it.

2. Preparatory step

- a. To hold a seminar on the research design proposal
- b. To ask the Dean of Tarbiyah Faculty for written mandate to conduct the research.

3. Research step

- a. To contact all respondents and informants who are needed to obtain the data.
- b. To collect all data
- c. To process the data in procedural way, and analysis them properly.

CHAPTER IV

REPORT OF THE RESEARCH RESULT

This chapter presents the data that have been collected on the research. The presentation covers primary data about the ability of the eighth grade students to translate English text into Indonesian at SMP Muhammadiyah 4 Banjarmasin in academic year 2010/2011. In addition, it also presents secondary data that related to this research, such as brief history about SMP Muhammadiyah 4 Banjarmasin establishment and its development, and description about headmaster, teachers, students, and administration staff condition.

A. Description of Research Location

This is brief history of SMP Muhammadiyah 4 Banjarmasin. The school of SMP Muhammadiyah 4 Banjarmasin was built in 1981 based on the S.K. Kanwil Depdikbud Kalsel No Kep. 01/1.15 1a/1/1981 in January 18, 1981. The school is under of *Yayasan Muhammadiyah (Lembaga Pendidikan Muhammadiyah Cabang Banjarmasin 7 Ulin)* on A. Yani street Km. 2.Simpang Ulin 1 (Al-Fitrah mosque) Sei Baru, Banjarmasin, South Kalimantan. It was changed to be SMP Muhammadiyah until now which take place in S. Parman street no. 221 Banjarmasin on July 24, 1974. Every day, the students study in this school at 07.30 until 14.00. Except Friday, the students go home early because of *shalat Jum'at*.

In other case, the location of school is easy to get by transportation and on foot. So that it can make easy to students and teachers to do their activities in the school. This school is also completed with wide yard and parking area.

B. Vision and Mission of SMP Muhammadiyah 4 Banjarmasin

Vision and mission of SMP Muhammadiyah 4 Banjarmasin are:

Vision : Making the school as educational place that has quality and independent.

Mission :

1. Mastering *IPTEK*
2. Quality of Islamic religion which reflects to *Ibadah* and can read the Holy Quran fluently.
3. Quality of language and has basic skill of foreign languages (Arabic and English)

The building of SMP Muhammadiyah 4 Banjarmasin was made of semi-permanent materials and has several rooms as follows:

1. Headmaster room
2. Teachers room
3. Study rooms/classes
4. UKS room
5. OSIS room
6. Library
7. Laboratory
8. Wudhu place
9. School yard
10. Toilet

11. Parking area

Table 4. 1. Condition of facilities of SMP Muhammadiyah 4 Banjarmasin

| No. | Kinds of room | Total | Condition |
|------------|--|--------------|------------------|
| 1. | Room of headmaster, teachers and administration staff | 1 | Good |
| 2. | Classroom | 7 | Good |
| 3. | Library | 1 | Good |
| 4. | Laboratory | 1 | Good |
| 5. | Toilet for teachers | 1 | Good |
| 6. | Toilet for students | 2 | Good |
| 7. | Mushalla | 1 | Good |
| 8. | UKS | 1 | Good |
| 9. | Canteen | 1 | Good |
| 10. | Parking area | 1 | Good |
| 11. | School yard | 1 | Good |

This school has some problems, namely:

1. Teachers and administrator staff who are mostly honorary.

2. In students' case, a lot of student parents are poor.
3. The classic problem that is faced by this school is always fewer funds every month.
4. SMP muhammadiyah has less classes and less teacher room.

Table 4. 2. Background of Students Parents

| No. | Indicators | | Percentage |
|------------|--------------------------|------------------------------|-------------------|
| 1. | Job | PNS | 5 % |
| | | TNI/POLRI | 0 % |
| | | Employer | 10 % |
| | | Farmer | 30 % |
| | | Sales | 5 % |
| | | Labor | 50 % |
| 2. | Income/month | 500.000 | 70 % |
| | | 500.000 - 700.000 | 10 % |
| | | 700.000 - 800.000 | 10 % |
| | | 800.000 - 1.000.000 | 5 % |
| | | 1.000.000 - 1.500.000 | 5 % |
| | | 1.500.000 -..... | 0 % |
| 3. | Educational grade | Elementary school | 75 % |
| | | Junior high school | 15 % |
| | | Senior high school | 5 % |
| | | University/institute | 5 % |

C. Description about Teachers, Administration Staff and Students

1. Teachers

In this school, there are 20 teachers. Ten teachers are females and 10 teachers again are males.

Table 4. 3. Description of Teachers of SMP Muhammadiyah 4 Banjarmasin

| No. | Name | Subject |
|------------|-------------------------------|--|
| 1. | Muhtar Ahmadi, M.pd | IPS |
| 2. | Dra. Hj. Maisyarah | IPS |
| 3. | Hj. Yanti Mala, S.Pd | PKN |
| 4. | Ernawati, M.Pd | Indonesian Language |
| 5. | Hj. Masnita, S.Pd | IPS, Al-Quran, KTK |
| 6. | Siti Aminah | Muatan Lokal/Keterampilan |
| 7. | H. M. Arsyad | Arabic, Al-Quran, Shalat Teaching |
| 8. | Abdurrahman Fahmi | Penjaskes |
| 9. | Farida Yanti, S.Pd | IPA |
| 10. | Rahnita Arisanti, S.Pd | English, KTK |
| 11. | Riduansyah, S.Pd | Math |
| 12. | Sufianto Pyn, S.si | IPA/TIK |
| 13. | Novi Permana,A.Md | Kemuhammadiyah |
| 14. | M.Fahmiliannor | PAI |

| | | |
|------------|-------------------------|----------------------------|
| 15. | Nursyahida | English, TU |
| 16. | Eka | TU |
| 17 | H.M.Nurdin Yusuf | Seni Budaya and KMD |
| 18. | Heri Baskoro | TIK |
| 19. | Sukriani, S.Pd | Fisika |
| 20. | Akhmad Setiawan | Penjaskes |

a. Administration Staff

Table 4. 4. Description about Administration Staff of SMP Muhammadiyah 4 Banjarmasin

| No. | Name | Status |
|------------|----------------------------|--|
| 1. | Muhtar Ahmadi, M.Pd | Headmaster |
| 2. | Dra.Hj.Maisyarah | Vise headmaster |
| 3. | Hj.Yanti Mala, S.Pd | Treasurer |
| 4. | Ernawati | BP coordinator Curriculum UKS/PMR |
| 5. | Hj.Masnita, S.Pd | 7 K |
| 6. | Siti Aminah | Keterampilan |
| 7. | Abdurrahman Fahmi | Paskibra |

| | | |
|------------|--------------------------|--|
| 8. | Riduansyah,S.Pd | Bag. Kesiswaan Pengelola HW Pengelola Lab.IPA |
| 9. | Sufianto Pyn,S.si | Pengelola R.Multimedia |
| 10. | Novi Permana,A.Md | Pengelola Tapak suci Kepala Tata Usaha |
| 11. | M. Fahmiliannor | TU |
| 12. | Nursyahida | TU |
| 13. | Eka | TU |

b. Students

The students of this school have 243 persons. One hundred forty four students are males and 99 students are females.

Table 4. 5. Description about students of SMP Muhammadiyah 4 Banjarmasin

| No | class | Sex | | Total number |
|-----------|---------------|-------------|---------------|---------------------|
| | | Male | Female | |
| 1. | VII A | 19 | 12 | 31 |
| 2. | VII B | 20 | 13 | 33 |
| 3. | VIII A | 20 | 17 | 37 |
| 4. | VIII B | 21 | 16 | 37 |

| | | | | |
|----|--------------|------------|-----------|------------|
| 5. | IX A | 21 | 13 | 34 |
| 6. | IX B | 22 | 14 | 36 |
| 7. | IX C | 21 | 14 | 35 |
| | Total | 144 | 99 | 243 |

D. Data Presentation

This subchapter is intended to present the result of data analysis and the interpretation, which could be derived from the analysis. This part deals with the result of the study based on some facts found in the data. It covers the description about the Ability of the Eighth grade Students to translate English Text into Indonesian at SMP 4 Muhammadiyah Banjarmasin in Academic Year 2010/2011.

To present the data, the writer collects the data first. In order to know the students' data, the writer holds the test to find out the students' ability to translate English text into Indonesian.

This is the description about the ability of the eighth grade students to translate English text into Indonesian at SMP Muhammadiyah 4 Banjarmasin in academic year 2010/2011.

1. Description about the ability of the eighth grade students to translate English text into Indonesian at SMP Muhammadiyah 4 Banjarmasin in Academic Year 2010/2011

After the test, the writer knows that there are some students do not follow the test. Actually there are 16 students do not follow the test, so there are 57 students following the test.

Table 4. 5. The Test Result of The Eighth grade Students Ability to Translate English Text Into Indonesian at SMP Muhammadiyah 4 Banjarmasin in Academic Year 2010/2011

| No. | Word | Sentence | Paragraph | Total |
|------------|-------------|-----------------|------------------|--------------|
| 1. | 25 | 25 | 34,6 | 84,6 |
| 2. | 25 | 25 | 38,8 | 88,8 |
| 3. | 22,5 | 20 | 0 | 42,5 |
| 4. | 22,5 | 15 | 33,2 | 70,7 |
| 5. | 25 | 25 | 16,6 | 76,6 |
| 6. | 22,5 | 15 | 16,4 | 53,7 |
| 7. | 22,5 | 10 | 0 | 32,5 |
| 8. | 22,5 | 15 | 0 | 37,5 |
| 9. | 25 | 20 | 26,2 | 71,2 |
| 10. | 22,5 | 15 | 0 | 37,5 |
| 11. | 25 | 15 | 15 | 55 |
| 12. | 22,5 | 15 | 0 | 37,5 |
| 13. | 25 | 25 | 45,8 | 95,8 |
| 14. | 25 | 10 | 2,6 | 37,6 |

| | | | | |
|-----|------|----|------|------|
| 15. | 25 | 20 | 0 | 45 |
| 16. | 25 | 20 | 20,8 | 65,8 |
| 17. | 22,5 | 20 | 33,2 | 75,7 |
| 18. | 25 | 25 | 38,8 | 88,8 |
| 19. | 22,5 | 15 | 11 | 48,5 |
| 20. | 25 | 20 | 33,2 | 78,2 |
| 21. | 25 | 15 | 20,8 | 60,8 |
| 22. | 22,5 | 15 | 11 | 48,5 |
| 23. | 25 | 20 | 38,8 | 83,3 |
| 24. | 25 | 25 | 38,8 | 88,8 |
| 25. | 22,5 | 25 | 0 | 47,5 |
| 26. | 22,5 | 20 | 33,2 | 75,7 |
| 27. | 22,5 | 15 | 45,8 | 83.3 |
| 28. | 25 | 20 | 20,8 | 65,8 |
| 29. | 22,5 | 20 | 15 | 57.5 |
| 30. | 22,5 | 25 | 26,2 | 73.7 |
| 31. | 25 | 20 | 0 | 45 |

| | | | | |
|------------|-------------|-----------|-------------|-------------|
| 32. | 25 | 10 | 2,6 | 37,6 |
| 33. | 22,5 | 20 | 16,6 | 59.1 |
| 34. | 25 | 25 | 45,8 | 95,8 |
| 35. | 22,5 | 15 | 0 | 37,5 |
| 36. | 25 | 15 | 15 | 55 |
| 37. | 25 | 25 | 33,2 | 83.2 |
| 38 | 22,5 | 15 | 0 | 37,5 |
| 39. | 25 | 20 | 34,6 | 79.6 |
| 40. | 22,5 | 15 | 38,8 | 76.3 |
| 41. | 25 | 20 | 0 | 45 |
| 42. | 25 | 20 | 26,2 | 71,2 |
| 43. | 22,5 | 15 | 0 | 37,5 |
| 44. | 25 | 20 | 11 | 56 |
| 45. | 25 | 20 | 11 | 56 |
| 46. | 22,5 | 25 | 16,6 | 64.1 |
| 47. | 22,5 | 10 | 0 | 32,5 |
| 48. | 25 | 15 | 2,6 | 42,6 |

| | | | | |
|-----|------|----|------|------|
| 49. | 22,5 | 15 | 16,4 | 53,7 |
| 50. | 25 | 20 | 0 | 45 |
| 51. | 25 | 25 | 16,6 | 76,6 |
| 52. | 22,5 | 15 | 33,2 | 70,7 |
| 53. | 25 | 25 | 34,6 | 84,6 |
| 54. | 22,5 | 20 | 0 | 42,5 |
| 55. | 25 | 15 | 33,2 | 73,2 |
| 56. | 25 | 25 | 38,8 | 88,8 |
| 57. | 25 | 20 | 15 | 60 |

To see the mean score, the writer uses the following formula:

$$Mx = \frac{\sum Fx}{N}$$

Notes:

Mx : An average score

$\sum Fx$: The total number of multiple result both respective score and frequency

N : Number of score

By using the formula, it is then known that the mean score is 61.77

$$Mx = \frac{3521.3}{57}$$

$$Mx = 61.77$$

Based on the result of test, it is found that the category of the ability of the eighth grade students to translate English text into Indonesian at SMP Muhammadiyah 4 Banjarmasin in Academic Year 2010/2011 is *Sufficient category*, because the mean score of total students is **61.77**.

The following table shows the score categories of The ability of the eighth grade students to translate English text into Indonesian at SMP Muhammadiyah 4 Banjarmasin in Academic Year 2010/2011.

Table 4. 7. The score categories of the ability of the eighth grade students to translate English text into Indonesian at SMP Muhammadiyah 4 Banjarmasin in academic year 2010/2011

| No | Category | Score | Frequency | Percentage |
|-------|---------------------|-----------|-----------|------------|
| 1. | Excellent category | 80 -< 100 | 10 | 17.54 |
| 2. | good category | 70 -< 80 | 11 | 19.29 |
| 3. | Sufficient category | 60 -< 70 | 9 | 15.78 |
| 4. | Poor category | 50 -< 60 | 10 | 17.54 |
| 5. | Very poor category | 0 -< 50 | 17 | 29.82 |
| Total | | | 57 | 100 |

According to the above data distribution of the score category of The ability of the eighth grade students to translate English text into Indonesian at SMP Muhammadiyah 4 Banjarmasin in Academic Year 2010/2011, it could be seen that 17.54% of students are in excellent category, 19.29% students are in good category, 15.78% students are in sufficient category, 17.54% students are in poor category and 29.82% students are in very poor category.

Thus, the dominant students very poor category (29.82 % or 17 students got score 0-<50).

2. Description About The Items of Translation are Difficult for The Students to Master

To better understand about what specific aspects of translation are difficult for the students to master, the writer presented the data based on the test result by writing all most students' errors of each type of the test. The data is shown on the following table:

Table 4. 7. Students' Errors for Word

| No. | Number of Item Test | F | Answer Key |
|-----|---------------------|----|---------------------|
| 1. | 5 | 3 | <i>Jaket</i> |
| 2. | 6 | 10 | <i>Mengatakan</i> |
| 3. | 7 | 5 | <i>Menonton/jam</i> |
| 4. | 9 | 7 | <i>Membangun</i> |

There are 10 items of words translation test that used to know the students ability in using the causative have with tenses. After testing the all items, there are some errors done by students such as number 5, 6, 7 and 9. Those are the most frequent error done by the students.

Table 4. 8. Students' Errors for Sentences

| No | Number of Item Test | F | Answer Key |
|----|---------------------|----|---|
| 1. | 2 | 6 | <i>Besok saya akan membeli sepatu olahraga</i> |
| 2. | 3 | 10 | <i>Jodi lebih tinggi dari Esti</i> |
| 3. | 4 | 19 | <i>Biasanya saya pergi kesekolah dengan bus</i> |
| 4. | 5 | 34 | <i>Ayah telah mengunci pintu</i> |

There are 5 items of sentences translation test which are used to know students' ability to translate English text into Indonesian. After testing the items, there are some numbers those are error done by students such as number 2, 3, 4, and 5. Those are the most frequent error done by the students.

Table 4. 9. Students' Errors for Paragraph

| No. | Number of paragraph | Number of sentence | F | Answer Key |
|-----|---------------------|--------------------|----|--|
| 1. | 1 | 1 | 32 | <i>Indonesia memiliki lebihdari 13.000 pulau dengan jumlah lebih dari 200 juta penduduk.</i> |
| 2. | | 2 | 35 | <i>Karena itu, transportasi menjadi sangat penting.</i> |
| 3 | | 3 | 22 | <i>Kebanyakan masyarakat Indonesia tidak mempunyai mobil.</i> |
| 4 | | 4 | 28 | <i>Akan tetapi, banyak cara untuk mencapai tujuan di kota.</i> |

| | | | | |
|-------------|---|---|-----|---|
| 5 | | 5 | 47 | <i>Kalian bisa melihat banyak kendaraan kecil seperti sepeda dan sepeda motor.</i> |
| 6 | | 6 | 19 | <i>Di jakarta ada juga bajaj</i> |
| 7 | | 7 | 20 | <i>Warna dari bajaj biasanya jingga/orange</i> |
| 8 | | 8 | 44 | <i>Bajaj seperti sepeda motor yang mempunyai 3 roda dan atap.</i> |
| 9. | | 9 | 22 | <i>Fungsinya kurang lebih seperti taksi</i> |
| 10 | 2 | 1 | 45 | <i>Di kota kadang kadang ada yang disebut oplet, kijang, atau bemo</i> |
| 11 | | 2 | 52 | <i>Ketika kamu ingin pergi menggunakannya, kamu bisa berdiri di pinggir jalan karena mereka dapat berhenti hampir dimana saja</i> |
| 12 | | 3 | 39 | <i>Hal yang menarik adalah ketika kamu ingin turun, kamu harus bilang "KIRI"</i> |
| 13 | | 4 | 43 | <i>Kemudian mereka akan bergerak kesisi jalan dan berhenti</i> |
| 14 | | 5 | 36 | <i>Ketika kamu ingin pergi ke kota lain, kamu juga bisa menggunakan bis atau pesawat</i> |
| 15 | | 6 | 41 | <i>Ketika orang-orang ingin bepergian kepulau yang lain, mereka bias menggunakan kapal laut atau pesawat</i> |
| False total | | | 525 | |

There are 2 items of paragraph which are used to measure the students' ability to translate English text into Indonesian. After testing the provided items,

there are some numbers which are error done by the students such as number above. Those numbers are the most frequent error done by the students.

E. Data Analysis

After presenting the data, the writer analyzes all the obtained data to give some considerations on the research.

3. The ability of the eighth grade students to translate English text into Indonesian at SMP Muhammadiyah 4 Banjarmasin in Academic Year 2010/2011

The presented data on the previous subchapter shows that there are 17 students (29.82%) get the score 0-<50 (very poor category), 10 students (17.54%) get the score 50-<60 (poor category), 9 students (15.78%) who get the score 60-<70 (sufficient category), 11 students (19.29%) who get the score 70-<80 (good category) and 10 students (17.54%) are excellent category with the total score is 3521.3 of 57 students. The mean score is 61.77 shows that the ability of the eighth grade students to translate English text into Indonesian at SMP Muhammadiyah 4 Banjarmasin in academic year 2010/2011 is *sufficient* category.

4. The Items of Translation Are Difficult for The Students to Master

Based on the presented data on the previous subchapter about specific aspects of translation that are difficult for the students to master.

The writer found that in word translation test there are 4 items that frequently error done by the students. Namely, number:

1. Jacket
2. Watch
3. Say

9. Build

The students translate those words incorrectly. Some students translate jacket with “*baju yang tebal*”, watch with “*menjaga*”, say with “*suara*” and build was translated with “*tubuh*”.

Then, the writer also found that there are 4 items of sentences translation test that are difficult and frequently the students make error.

The first error in sentences translation test is number 2. Tomorrow I will buy sport shoes.

The second error is number 3. “Jodi is taller than Esti”

The third error is number 4 “Usually I go to school by bus”

The remaining error such as number 5 is father has locked the door”

For number 2 and 4, the students have difficulty to translate the sentences, the student make mistake with the word translation, for example “usually”, the students was translated it by “*seharusnya*”.

For number 3, the students confused or they did not the grammar. In this test, the sentence uses comparative form.

Especially for number 5, the students confused or they did not the grammar again, in this test, the sentences uses present perfect tense form. If the students know this form, they will not have a difficulty to translate the sentence.

In the paragraph translation test, there are 2 paragraphs the writer made. In this test, a lot of students did mistake with their translated. Almost in every sentence, there is a mistake. Even, some students did not translate the paragraph.

From three items of the test, words, sentences, and paragraph, finally the writer knows paragraph is most difficult to translate by students than words or sentences. It is found based on the result of the test where the students made many mistakes in paragraph test.

We knew, to translate one language into another language is not easy, the translator has to know vocabulary, structure or grammar act that he want to translate, because every language have different form each other. Such us, Indonesian grammar is different with English grammar, Arabic grammar is different with English or Indonesian grammar.

The writer can conclude from the explanation above that the translation is still difficult for students to master because it needs to memorize the meaning of vocabulary very much and then the students have to know about grammar.

After all the obtained data presented in data presentation, as result of this research, then they also need to be analyzed and reported systematically based on the statement of the problem. It is about the ability of the eighth grade students to translate English text into Indonesian at SMP Muhammadiyah 4 Banjarmasin in academic year 2010/2011.

From data presentation above, it can be known that the ability of the eighth grade students to translate English text into Indonesian at SMP Muhammadiyah 4 Banjarmasin in academic year 2010/2011 is categoried into *sufficient* category because the mean score of total students is 61.77.

This result is supported by some factors of their knowledge about translation is not similar. Some of them have good understanding. Of course, this

influences their score. There are 17 students (29.82%) get the score $0 < 50$ (very poor category), 10 students (17.54%) get the score $50 < 60$ (poor category), 9 students (15.78%) who get the score $60 < 70$ (sufficient category), 11 students (19.29%) who get the score $70 < 80$ (good category) and 10 students (17.54%) are excellent category.

Students who do not pay attention more in class, of course will not understand.

Finally, it can not be denied that translation is needed to be well understood by the students especially the eighth grade students of SMP Muhammadiyah 4 Banjarmasin.

CHAPTER V

CLOSURE

A. Conclusion

Based on the research and data analysis about the ability of the eighth grade students to translate English text into Indonesian at SMP Muhammadiyah 4 Banjarmasin in academic year 2010/2011, there are two conclusions must be paid attention as follows:

1. The ability of the eighth grade students to translate English text into Indonesian at SMP Muhammadiyah 4 Banjarmasin in academic year 2010/2011 is in Sufficient category with the mean score of total students is 61.77.
2. The item of translation which is difficult for the students to master is paragraph.

B. Suggestions

Based on the research and data analysis about the ability of the eighth grade students to translate English text into Indonesian at SMP Muhammadiyah 4 Banjarmasin in academic year 2010/2011, there are some conclusions must be paid attention as follows:

1. For the teacher of SMP Muhammadiyah 4 Banjarmasin especially who teach English subject, keep on giving motivations to your students to

improve their ability to translate English text into Indonesian and support them to be future professional English teachers.

2. For the students of SMP Muhammadiyah 4 Banjarmasin, keep on study hard and improve your ability in English whether in listening, speaking, reading and writing. Get knowledge as much as possible you can as long as you study at SMP Muhammadiyah 4 Banjarmasin. Do the best for your life and people around you. Honor your teacher.

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APPENDICES

SMP MUHAMMADIYAH 4 BANJARMASIN
TH. PELAJARAN 2010/2011

Wali Kelas : H. M. Arsyad
L = 20 P = 17

KELAS VIII A

| NO | NIS | N A M A |
|----|------|---------------------|
| 1 | 2680 | Achmad Fauzan |
| 2 | 2644 | Ahmad Ridhani |
| 3 | 2647 | Anggi Perdana |
| 4 | 2683 | Arbain |
| 5 | 2684 | Ariska Handayani |
| 6 | 2649 | Deny Firdaus |
| 7 | 2687 | Desy Yanti |
| 8 | 2650 | Dewi Santi |
| 9 | 2689 | Emmelisa |
| 10 | 2690 | Feby Rangga |
| 11 | 2652 | Hatri |
| 12 | 2692 | Hendri |
| 13 | 2654 | Islamiah Arisandi |
| 14 | 2736 | M. Erwin Deskiyanor |
| 15 | 2696 | M. Noor |
| 16 | 2661 | M. Nykida |
| 17 | 2732 | M. Yasin |
| 18 | 2663 | Marianie |
| 19 | 2699 | Mauladiah |
| 20 | 2702 | Noor Aini |
| 21 | 2801 | Noor Liayana |
| 22 | 2704 | Nurul Hidayah |
| 23 | 2667 | Priyo Sanyoto |
| 24 | 2668 | Rahidah |
| 25 | 2669 | Rahmanul Hakim |
| 26 | 2706 | Rahmat Syaidillah |
| 27 | 2733 | Renia Helsanova |
| 28 | 2671 | Riyan Budiman |
| 29 | 2672 | Rizky Amalia Rahman |
| 30 | 2711 | Rizky Zea Hasibuan |
| 31 | 2674 | Siti Raudah |
| 32 | 2713 | Siti Shopiah |
| 33 | 2714 | Syaiful Anwar |
| 34 | 2676 | Wahyudi |

| | | |
|----|------|------------------|
| 35 | 2678 | Yudha Permana. S |
| 36 | 2716 | Yunita |
| | | |

SMP MUHAMMADIYAH 4 BANJARMASIN
TH. PELAJARAN 2010/2011

Wali Kelas : Hj. Masnita, S.Pd
L = 21 P = 16

KELAS VIII B

| NO | NIS | N A M A |
|----|------|---------------------|
| 1 | 2643 | Abidin Naim |
| 2 | 2681 | Agus Maulana |
| 3 | 2645 | Aidil Fitri |
| 4 | 2646 | Aina Sari |
| 5 | 2648 | Aspiannor |
| 6 | 2685 | Budi Hartani |
| 7 | 2686 | Damayanti |
| 8 | 2688 | Elma Helvy Tiana |
| 9 | 2651 | Fathul Jannah |
| 10 | 2691 | Hairullah Sani |
| 11 | 2653 | Heldawati |
| 12 | 2693 | Henny Ikdamiana |
| 13 | 2717 | Herlina Dewi |
| 14 | 2655 | Khaidir Hidayat |
| 15 | 2656 | Larasati |
| 16 | 2694 | Lu'luatul Jannah |
| 17 | 2657 | M. Ade Reginal |
| 18 | 2658 | M. Adi Saputra |
| 19 | 2660 | M. Danyl Rahman |
| 20 | 2695 | M. Fauzan |
| 21 | 2662 | M. Reza Apriandi |
| 22 | 2698 | M. Riduan |
| 23 | 2808 | Mahmuddiyanto |
| 24 | 2700 | Mega |
| 25 | 2701 | Mizhan |
| 26 | 2665 | Noor Siti Hardianti |
| 27 | 2705 | Nurul Hikmah |

| | | |
|----|------|----------------------|
| 28 | 2707 | Rastra Andryannor |
| 29 | 2804 | Riko Lenzun |
| 30 | 2670 | Risnawati |
| 31 | 2709 | Rizky Syahrian Noor |
| 32 | 2710 | Rizky Yulia Setiawan |
| 33 | 2673 | Rony Susanto |
| 34 | 2712 | Salapiah |
| 35 | 2675 | Sri Aulia |
| 36 | 2714 | Sri Rejeki Novasari |
| 37 | 2677 | Yayan Susilo |
| | | |

SMP Muhammadiyah 4 Banjarmasin Pictures



Key Answer

I. Kata

- | | |
|-------------|---------------|
| 1. Olahraga | 6. Menonton |
| 2. Pantai | 7. Mengatakan |
| 3. Kuda | 8. Minum |
| 4. Gunung | 9. Membangun |
| 5. Jaket | 10. Memberi |

II. Kalimat

1. Rosa selalu jogging pada hari minggu pagi
2. Besok saya akan membeli sepatu olahraga
3. Jodi ebih tinggi dari Esti
4. Biasanya saya pergi ke sekolah dengan bis
5. Ayah telah mengunci pintu

III. Paragraph

Transportasi

Indonesia memiliki lebih dari 13.000 pulau dengan penduduk lebih dari 200 juta jiwa. Karena itu, transportasi menjadi sangat penting. Kebanyakan masyarakat Indonesia tidak memiliki mobil. Akan tetapi, banyak cara untuk mencapai tujuan. Kalian bisa melihat banyak angkutan kecil seperti sepeda dan sepeda motor. Di Jakarta ada juga bajaj. Warna bajaj itu biasanya jingga. Bajaj itu seperti sepeda motor yang memiliki tiga roda dengan atap. Fungsinya kurang lebih seperti taksi.

Di kota kadang-kadang ada yang disebut dengan oplet, kijang, atau bemo. Ketika kamu ingin pergi menggunakannya, kamu bisa berdiri di samping jalan karena mereka bisa berhenti hampir di mana saja. Hal yang menarik adalah ketika kamu ingin turun, kamu harus bilang kiri. Kemudian mereka akan bergerak ke samping jalan untuk berhenti. Saat kamu ingin pergi ke kota lain. Kamu juga bisa menggunakan bis atau pesawat. Ketika orang-orang ingin pergi ke pulau lain, mereka bisa menggunakan kapal laut atau pesawat.

CURRICULUM VITAE

1. Name : Jidi
2. Place and Date of Birth : Tandui, 26 November 1987
3. Gender : Male
4. Religion : Islam
5. Nationality : Indonesian
6. Marital Status : Single
7. Address : Jl. A. Yani, Tandui Village, RT 5, South-Tapin
Subdistrict, Tapin Regency, South Kalimantan
8. Education : a. SDN Tandui, graduated 1999
b. MTsN Tatakan, graduated 2002
c. MAS As-Sunniyyah Tambarangan, graduated
2006
d. S1 English Education Department
9. Parents:
 - a. Father's name : Rusdiali
 - b. Mother's name : Jatiah
10. Siblings
 - a. Nor Hijah
 - b. Nor Hidayah
 - c. Muhaimin Maulida
 - d. Sulaiman

Banjarmasin, Rabiul Akhir 1434 A.H
February 2013 A. D