

## CHAPTER IV

### REPORT OF RESEARCH RESULT

#### A. General Description of Research Location

##### 1. Brief History of English Department

*Jurusan Tadris Bahasa Inggris* was opened in 1984 with the first head of English Department such as in this table below:

Table 4.1. The First Management of English Department IAIN Antasari Banjarmasin

No	Name	Position	Period
1.	Drs. H. Kadir Munsyi, Dipl.Ad.Ed	Head	1984-1987
2.	Drs. H. Ahdi Makmur	Secretary	1984-1987

In academic year 1988/1989 *Jurusan Tadris Bahasa Inggris* was closed because no operational permission from the Department of Religious Affairs (DEPAG).

Then in academic year 1997/1998 *Tadris Bahasa Inggris* was opened for the second time and changed its time into *Jurusan Pendidikan Bahasa Inggris* (English Department) which lead by the following persons as follows:

Table 4.2. Management of English Department IAIN Antasari Banjarmasin

No	Name	Position	Period
1.	Drs. H. Ahdi Makmur, M.Ag	Head	1997/1998-2006
2.	Drs. Anang Saefudin, MA	Secretary	1998-1999
3.	Drs. Husnul Yakin, M.Ed	Secretary	1999-2002
4.	Dra. Wardah Hayati, MA	Secretary	2002-2004
5.	Drs. Sa'adillah	Secretary	2004- 2006
6.	Drs. Isa Ansari MZ	Head	2006-2007
7.	Dra. Hj. Nida Mufidah. M.Pd,	Secretary	2006-2007
8	Drs. Saifudin Ahmad Husin, MA	Head	2007-2008
9.	Dra. Hj. Nida Mifidah.M.Pd.	Secretary	2007-2008
10.	Dra. Hj. Nida Mufidah, M.Pd.	Head	2008-2012
11.	Nur Laila Kadariah, S.Ag, M.Pd	Secretary	2008-2010
12.	Nani Hizriani, M.A	Secretary	2010-2012
13.	Drs. Saadillah, M.Pd.	Head	2013-2016
14.	Nani Hizriani, M.A	Secretary	2013-2016

The main purposes of English Department are producing qualified English scholars that can exist in the development of English skills, linguistics and literature, be able to be the professional English teaching in primary and secondary school, and makes English Department as the center of occupation and development of English teacher staff.

The curriculum used in English Department consists of 160 SKS, that includes institute subjects, faculty and English Department subjects. The students need 4 years to finish their study in English Department. English Department has 15 permanent lecturers (civil servants) from different educational background.

The English Department also worked together with RELO (Regional English Language Office) to invite English teachers who were native speakers of English. This cooperation aims to encourage Indonesian students' quality in English competency. It is also aimed to encourage teachers' competence of teaching and learning methods, approaches, techniques and materials, especially English department's lecturers.

This cooperation has begun since academic year 2007/2008. There were three native English speaking fellows, who were already assigned to teach in English Department, as in the table below.

Table 4.3. The Number of English Language Fellows of English Department IAIN Antasari Banjarmasin

No	English fellows	Period	From	Educational background
1	Suzannah Mary Scoff, M.A	September 2007 until June 30 <sup>th</sup> 2008	California, United States	B.A. at University of San Francisco; M.A TESOL at Interix English Institute Chicago IL.
2	Andrea Taylor, M.A	August 30 <sup>th</sup> 2008 until June 30 <sup>th</sup> 2009	California, United States	B.A Drama and Art at San Francisco State University ; M.A TESOL Diploma at San Francisco State University
3	Ashleigh Sayer, M.A	September 2 <sup>nd</sup> 2009 until June 30 <sup>th</sup> 2010	New Hampshire, United States	B.A Biology and Music at Kenyon College, Ohio; M.A Literacy of

				Bilingual, ESL and Multicultural Education at University of Massachusetts, Amherst
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## 2. Description About Lecturers and Students Condition

There are 15 permanent lecturers (civil servants) from different educational background and 502 students of English Department of Tarbiyah Faculty of IAIN Antasari Banjarmasin in academic year 2011/2012. The description of lecturers and students can be seen in the following table:

Table 4.4. The Number of Lecturers of English Department IAIN Antasari Banjarmasin in Academic Year 2011/2012.

No	Name	Last Graduation	Subject
1	Drs. H. Ahdi makmur, M.Ag, Ph.D	S1 B. Inggris (IKIP Jogyakarta), S2 Islamic Studies Canada dan UIN Jakarta, S3 Universiti Utara Malaysia	Metodologi Penelitian Pendidikan Bahasa, Writing
2	Dr. H. Husnul Yaqin, M. Ed	S1 Pendidikan Agama Islam Fak. Tarbiyah IAIN Antasari Banjarmasin, S2 Administration of Education Australia, S3 Islamic Studies UIN Jakarta.	Dasar-Dasar Administrasi Pendidikan
3	Dr. Saifuddin Ahmad Husin, M.A	S1 Bahasa Inggris Fak. Tarbiyah IAIN Antasari Banjarmasin, S2 Linguistics USA, S3 Ilmu Budaya dan Humaniora UGM Jogyakarta	Psycholinguistics, Morphosyntax, Phonology

4	Drs. Sa'adillah, M.Pd	S1 Bahasa Inggris Fak. Tarbiyah IAIN Antasari Banjarmasin, S2 Managemen Pendidikan UNLAM Banjarmasin	Vocabulary A, B, Dictation, English for Islamic Studies
5	Dr. Dina Hermina, M.Pd	S1 PAI Fak. Tarbiyah IAIN Banjarmasin, S2 Evaluasi Pendidikan IKIP Yogyakarta, S3 UNJ Jogjakarta	Statistik Pendidikan, Evaluasi Pendidikan.
6	Dra. Hj.Nida Mufidah, M.Pd	S1 Bahasa Inggris UNLAM, S2 Pendidikan Bahasa Sastra Indonesia dan Daerah UNLAM, Still S3 UNM-UNLAM	Language Testing, Teaching Media, Seminar Linguistics
7	Dra. Hj. Wardah Hayati, M.A	S1 Bahasa Inggris UNLAM, S2 Women Studies Australia	Intensive Reading, Translation
8	Nur Laila Kadariyah, S.Ag, M.Pd	S1 PAI Fak. Tarbiyah IAIN Antasari Banjarmasin, S2 FKIP UNLAM	Grammar, Bahasa Indonesia, Profesi Keguruan
9	Nani Hizriani, M.A	S1 Pendidikan Bahasa Inggris UNMUH Malang, S2 TESOL Australia	TEFL, Reading C
10	Rusnadi, S. Pd.I, M.Pd.I	S1 Bahasa Inggris Fak. Tarbiyah IAIN Antasari Banjarmasin, S2 IAIN Antasari, Still S2 TESOL Murray Kentucky, USA	TEFL, Reading C
11	Ridha Fadillah, M. Ed	S1 Pendidikan Bahasa Inggris Universitas Islam Malang, S2 TESOL UUM Malaysia, Still S3 di UNS Semarang	Intro to Linguistics, Extensive Reading

12	Rahmila Murtiana, S. S, MA	S1 Sastra Inggris Universitas Diponegoro Semarang, S2 TESOL Australia.	Academic Writing, Intro to Literature
13	Raida Asfihana, M.Pd	S1 Pendidikan Bahasa Inggris UNLAM Banjarmasin, S2 Pendidikan Bahasa Inggris UN Malang	Curriculum and Material Development
14	Puji Sri Rahayu, M.A	S1 Pendidikan Bahasa Inggris UNMUH Malang, S2 Applied Linguistics Australia	Intro. to Linguistics, Translation
15	Hj. Noor Maulidiyah, M.A	S1 Bahasa Inggris and S2 Tesol, Universitas Islam Antar Bangsa, Malaysia	Intermediate listening, Academic Writing

Table 4.5. Description about the Administration Staff of English Department IAIN Antasari Banjarmasin in Academic Year 2011/2012

No	Name	Graduated	Year
1.	Saidil Imani, S. Pd. I	S1 IAIN Antasari Banjarmasin	2007
2.	Herlena, S. Pd.	S1 IAIN Antasari Banjarmasin	2012

Table 4.6. Students Condition of Tarbiyah Faculty at IAIN Antasari Banjarmasin at English Department Academic year 2012/2013

No	Generation	Male	Female	Total
1.	2005/2006	-	1	1
2.	2006/2007	2	2	4
3.	2007/2008	9	5	14
4.	2008/2009	14	33	47
5.	2009/2010	24	56	80
6.	2011/2012	30	79	109
7.	2012/2013	45	97	142
<b>Total</b>		<b>159</b>	<b>343</b>	<b>502</b>

Source: Document of English Department 2012/2013

## B. Data Description

In this chapter, the writer will report the description of data. He took the result of final test from the fifth semester at English Department IAIN Antasari Banjarmasin. The test consisted of pamphlet to know the problem of translation of the fifth semester students. These three parts of information were given to take student's score in translating English-Indonesian.

1. Part I : To test student's ability to translate about "bookworm heaven" by applying the rule in its transformation.
2. Part II : To test student's ability to translate about "fish and quite" by applying the rule in its transformation.
3. Part III : To test student's ability to translate "mystery" by applying the rule in its transformation.

### 1. Students Score in Translation

After the writer did the research, the writer had the English-Indonesian translation score from the final test. The frequency and percentage of students' scores in English-Indonesian translation can be seen in the table below.

Table 4.7. Student's Score of Test Result

Number of Students	Score	Number of Students	Score	Number of Students	Score
1	78	36	72	71	82
2	78	37	78	72	78
3	75	38	75	73	78
4	82	39	82	74	78
5	72	40	80	75	80
6	85	41	78	76	78
7	80	42	75	77	82

8	78	43	80	78	78
9	82	44	85	79	75
10	85	45	70	80	75
11	72	46	82	81	75
12	78	47	80	82	75
13	78	48	80	83	72
14	82	49	72	84	78
15	82	50	80	85	78
16	85	51	78	86	75
17	80	52	80	87	80
18	82	53	75	88	82
19	85	54	82	89	75
20	72	55	85	90	80
21	82	56	80	91	78
22	82	57	82	92	85
23	75	58	80	93	80
24	85	59	78	94	78
25	82	60	80	95	78
26	82	61	78	96	78
27	82	62	<b>90</b>	97	82
28	85	63	78	98	80
29	78	64	75	99	80
30	80	65	75	100	78
31	82	66	82	101	78
32	82	67	82	102	85
33	75	68	78	103	85
34	78	69	75	104	85
35	82	70	<b>90</b>	105	80
				106	85
				107	<b>60</b>
	<b>Total</b>				<b>8394</b>
	<b>Average</b>				<b>78.4</b>
	<b>The lowest score</b>				<b>60</b>
	<b>The highest score</b>				<b>90</b>

Based on the table above, the writer got scores from the test about translation of English-Indonesian. The average score is 78.4 the highest score is 90 and the lowest score is 60.



## 2. Students' Errors in Translation

Table 4.8. Frequency of Errors Made by Students in Translation

No	Test Items	Student's Answer	Students Errors Made	Percentage
1	Right from (langsung dari)	<i>Yang sehat Sebelah kanan Tepat dari Disamping Benar dari Berasal dari Udara yang kebaikan dari kebenaran dari Selain dari , tentu Bagian kanan Cocok langsung Hasil dari, tepatnya Blank</i>	52	48.5%
2	For one (yang satu ini, untuk ini)	<i>Untuk sekali , sebagai contoh</i>	2	1.8%
3	But for those (tapi untuk mereka)	<i>Untuk itu yang member, Untuk hal tersebut, Untuk ini</i>	5	4.6%
4	Plop down (bernaung, merebahkan)	<i>Didedaunan Bercebur Menjatuhkan diri yang jatuh Memperoleh melakukan</i>	11	10.2%
5	Enjoy (menikmati)	<i>Terdapat</i>	1	0.9%
6	Involves (menyangkut, melibatkan)	<i>Hanya</i>	1	0.9%
7	Go for (carilah, berteduhlah)	<i>Kejarlah</i>	3	2.8%
8	Waiting (menunggu)	<i>Menulis</i>	1	0.9%

9	Studying (belajar)	<i>Pelajar</i>	1	0.9%
10	Not to mention (belum lagi, ditambah lagi)	<i>Tidak menyebutkan Tidak untuk/bisa menyebutkan Tidak/belum termasuk Harus menyebutkan Tidak untuk mendapatkan Tidak untuk mengatakan Tanpa memperedulikan Dengan kata lain Bukan karena , tidak hanya Belum diketahui Jangan pikirkan jangan berkata</i>	55	51.4%
11	Can find (yang dapat kamu temukan)	<i>Dapat menemukan Bisa menemukan Akan menemukan</i>	16	14.9%
12	some fresh air (udara segar)	<i>beberapa udara segar</i>	2	1.8%
13	Make new friends (memiliki teman baru)	<i>Membuat teman baru</i>	2	1.8%
14	Make sure participants (pastikan peserta)	<i>Buatlah peserta Untuk membuat peserta Buatkan yakin peserta</i>	8	7.4%
15	Round up (kumpulkan)	<i>Membuat kepastian Perkumpulan Babak pertama Mengumpulkan Menangkap</i>	8	7.4%
16	Air-conditioned room (kamar ber- AC)	<i>Pendingin ruangan</i>	5	4.6%
17	Sitting (tempat duduk)	<i>Berduduk-dudukan kunjungan</i>	2	1.8%
18	Hustle Bustle (kegiatan,kesibukan)	<i>Mengurangi Menguntungkan Perdagangan Memaksa</i>	4	3.7%

19	There's an All-day activity (banyak terdapat aktivitas sepanjang hari)	<i>Banyak sebuah Terjadi Aktivitas harian Setiap hari Sehari-hari Semua hari Keseharian</i>	16	14.9%
20	If you catch any, that is (tentunya jika dapat, pasti menguntungkan)	<i>Jika dapat banyak lakukan lah</i>	5	4.6%
21	Now (saat ini)	<i>Akhir-akhir ini</i>	1	0.9%
22	You say (kamu bertanya?)	<i>Apa katamu?</i>	1	0.9%
	<b>Total</b>		<b>202</b>	<b>18,8 %</b>

To find out the average of total error frequency made by the students in translation, the writer uses formula:

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

$$N \times n$$

$$P = \frac{202}{107 \times 10} \times 100 \%$$

$$107 \times 10$$

$$P = \frac{202}{1070} \times 100 \%$$

$$1070$$

$$P = 18.8 \%$$

These are the items related to the students' problems in translating English into Indonesian.

The total averages of error frequency made by students are 18.8%. It means that 18.8% students who got difficulty in translating English words into Indonesian.

### C. Data Analysis

After the data were presented, the writer then analyzes the data through several procedures and based on the theoretical review on the previous chapter to answer the problem statement in this research. The first one is what problems do the fifth semester students have in translating English words, phrases, and sentences into Indonesian. The second one is what the most dominant problem do the students have.

#### 1. The Problems of English-Indonesian Translation for the Fifth Semester Students of English Department in Tarbiyah Faculty of IAIN Antasari Banjarmasin.

After the data were collected, the writer analyzes the data through several procedures and based on the theoretical review on the previous chapter to answer the first problem statement in this research.

Data 1

No	English	Indonesian	Students Errors
1	Right from ( <i>langsung dari</i> )	<i>Yang sehat</i> <i>Sebelah kanan</i> <i>Tepat dari</i> <i>Disamping</i> <i>Benar dari</i> <i>Berasal dari</i> <i>Udara yang</i> <i>kebaikan dari</i> <i>kebenaran dari</i> <i>Selain dari , tentu</i> <i>Bagian kanan</i> <i>Cocok langsung</i> <i>Hasil dari, tepatnya</i> <i>Blank</i>	52

According to theoretical review on the previous chapter about the problems of translation. The data above shows the linking words. There were 52 students who translated *Right from* into Bahasa Indonesia *yang sehat, sebelah kanan, tepat dari, di samping, benar dari, berasal dari, udara yang, kebaikan dari, kebenaran dari, selain dari, tentu, bagian kanan, cocok langsung, hasil dari, tepatnya* and some of them have no answer.

Data 2

No	English	Indonesian	Students Errors
2	For one ( <i>yang satu ini, untuk ini</i> )	<i>Untuk sekali, sebagai contoh</i>	2

As the data before, the problem is included to the first problem. There are 2 students who made wrong in answering the items.

Data 3

No	English	Indonesian	Students Errors
3	But for those ( <i>tapi untuk mereka</i> )	<i>Untuk itu yang member, Untuk hal tersebut, Untuk ini</i>	5

As the data before, the problem is included to Linking Words. There were 5 students who made wrong in answering the items. Students translated the sentence into their own words; however, they did not change the meaning of the text.

Data 4

No	English	Indonesian	Students Errors
4	Plop down (bernaung, merebahkan)	<i>Didedaunan</i> <i>Bercebur</i> <i>Menjatuhkan diri</i> <i>yang jatuh</i> <i>Memperoleh</i> <i>Melakukan</i>	11

In this section, the data shows about the verb. Verb is the important one when doing translation. From the data above, there are 11 students who made mistake in translation. Students translated *plop down* into Bahasa Indonesia *menjatuhkan diri*. Some students translated that word into *bercebur*, *menjatuhkan diri*, *memperoleh*, *didedaunan*, and *melakukan*.

Data 5

No	English	Indonesian	Students Errors
5	Enjoy (menikmati)	<i>Terdapat</i>	1

The data above is about verb. Only one student translated the word *Enjoy* into *terdapat*.

Data 6

No	English	Indonesian	Students Errors
6	Involves (menyangkut, melibatkan)	<i>Hanya</i>	1

As the fifth data, the data above applies the same problem. In translating this verb students did not see the context of word. They translated the word into any other part of speech in Indonesian. There is only one student who does the mistake.

Data 7

No	English	Indonesian	Students Errors
7	Go for ( <i>carilah, berteduhlah</i> )	<i>Kejarlah</i>	3

In translating sentences translator have to consider about message of the source language. In this data is about verb problems. Three students made mistakes in translated *Go for* into *kejarlah*.

Data 8

No	English	Indonesian	Students Errors
8	Waiting ( <i>menunggu</i> )	<i>Menulis</i>	1

The data shows that students were still confused in translating verb, there was 1 student translated word *waiting* into wrong word *menulis*.

Data 9

No	English	Indonesian	Students Errors
9	Studying ( <i>belajar</i> )	<i>Pelajar</i>	1

As the data before, there was a student translated word *studying* into miss meaning *pelajar*.

## Data 10

No	English	Indonesian	Students Errors
10	Not to mention ( <i>belum lagi, ditambah lagi</i> )	<i>Tidak menyebutkan</i> <i>Tidak untuk/bisa menyebutkan</i> <i>Tidak/belum termasuk</i> <i>Harus menyebutkan</i> <i>Tidak untuk mendapatkan</i> <i>Tidak untuk mengatakan</i> <i>Tanpa memperedulikan</i> <i>Dengan kata lain</i> <i>Bukan karena , tidak hanya</i> <i>Belum diketahui</i> <i>Jangan pikirkan</i> <i>jangan berkata</i>	55

Accuracy is the essential point of the translation as the Larson stated. Students translated word *not to mention* into *tidak menyebutkan* and *tidak untuk/bisa menyebutkan*. In this term the meaning is *belum lagi* or *ditambah lagi*. Some students also translated that into Bahasa Indonesia such as; *harus menyebutkan, tidak untuk mendapatkan, tidak untuk mengatakan, tanpa memperedulikan, dengan kata lain, bukan karena , tidak hanya, belum diketahui, jangan pikirkan, and jangan berkata*. There were 55 students made errors in translation.

## Data 11

No	English	Indonesian	Students Errors
11	Can find (yang dapat kamu temukan)	<i>Dapat menemukan</i> <i>Bisa menemukan</i> <i>Akan menemukan</i>	16



The same as the data before, the students translated word *can find* into *dapat menemukan, bisa menemukan* and *akan menemukan*. However, there were 16 students who made some errors. The right answer of the phrase text is *yang dapat kamu temukan*.

Data 12

No	English	Indonesian	Students Errors
12	some fresh air (udara segar)	<i>beberapa udara segar</i>	2

The data shows that students translated the word *some fresh air* into *beberapa udara segar*. The students did not have to translate *some* into *beberapa*. There were two students who made some errors.

Data 13

No	English	Indonesian	Students Errors
13	Make new friends ( <i>memiliki teman baru</i> )	<i>Membuat teman baru</i>	2

The same as the data before, the students translated word *make a new friends* into *membuat teman baru*. He found 2 students who made some errors. In this item the meaning did not change, but the choosing of word was wrong place.

Data 14

No	English	Indonesian	Students Errors
14	Make sure participants (pastikan peserta)	<i>Buatlah peserta Untuk membuat peserta Buatkan yakin peserta</i>	8

As the data before, there were 8 students translated word *make sure participant* into bahasa *buatlah peserta, untuk membuat* and *buatkan yakin peserta*. In this context, the right answer is *yakinkan peserta*.

Data 15

No	English	Indonesian	Students Errors
15	Round up (kumpulkan)	<i>Membuat kepastian Perkumpulan Babak pertama Mengumpulkan Menangkap</i>	8

As the data before, there were 8 students translated *round up* into Bahasa *membuat keputusan, perkumpulan, babak pertama, mengumpulkan* and *menangkap*. In this data, the correct answer is *kumpulkan*.

Data 16

No	English	Indonesian	Students Errors
16	Air-conditioned room ( <i>kamar ber-AC</i> )	<i>Pendingin ruangan</i>	5

The data shows that there were 5 students who made errors in translating this word.

## Data 17

No	English	Indonesian	Students Errors
17	Sitting ( <i>tempat duduk</i> )	<i>Berduduk-dudukan kunjungan</i>	2

As the data before, there were 2 students made who errors in translating this word.

## Data 18

No	English	Indonesian	Students Errors
18	Hustle Bustle ( <i>kegiatan,kesibukan</i> )	<i>Mengurangi Menguntungkan Perdagangan Memaksa</i>	4

In this data, the accuracy concerned with the word *hustle and bustle*. Some students translated the word into *mengurangi, menguntungkan, perdagangan* and *memaksa*.

## Data 19

No	English	Indonesian	Students Errors
19	There's an All-day activity ( <i>banyak terdapat aktivitas sepanjang hari</i> )	<i>Banyak sebuah Terjadi Aktivitas harian Setiap hari Sehari-hari Semua hari Keseharian</i>	16

This data shows about ambiguity. In this data, students translated sentence *there's an all-day activity* into *banyak sebuah, terjadi, aktivitas harian, setiap hari, sehari-hari, semua hari* and *keseharian*. The correct

translation is *banyak terdapat aktivitas sepanjang hari*. There were 16 students who did some errors in their translation.

Data 20

No	English	Indonesian	Students Errors
20	If you catch any, that is ( <i>tentunya jika dapat, pasti menguntungkan</i> )	<i>Jika dapat banyak lakukan lah</i>	5

Ambiguity can be done when an utterance has more than one interpretation. The students translated this sentence *if you catch any, that is* into two meaning: first, *jika dapat banyak lakukanlah*. Second, *jika mendapat ikan, maka berhasil*.

Data 21

No	English	Indonesian	Students Errors
21	Now ( <i>saat ini</i> )	<i>Akhir-akhir ini</i>	1

As *the* data above, this data shows about ambiguity. In this data students translated *now* into *akhir-akhir ini*. The correct translation is *saat ini*. There was one student who did some errors in their translation.

Data 22

No	English	Indonesian	Students Errors
22	You say ( <i>kamu bertanya?</i> )	<i>Apa katamu?</i>	1

As the data before, the students translated *you say* into *apa katamu*. The correct translation is *kamu bertanya*. There was one student who did some errors in their translation.

From the analysis above, the writer found the students problems are concerning about linking words (three items), verb (six items), accuracy (nine items) and ambiguity (five items). No one has problem in understatement.

In addition, after the writer finished interviewing some students, the writer found the reasons why students got problems in translating English-Indonesian do. The students explain that they difficult to choose the correct words and the lack of vocabulary. Students also argue that new words make them difficult when doing translation.

To make understand easier, the writer interprets the result of research for the first problem statement in the following table.

Table 4.9. The Problems of Translation English-Indonesian

The Problems of Translation	Data	Amount
Understatements	-	-
Linking words	1,2,3	3
Verbs	4,5,6,7,8,9	6
Accuracy	10,11,12,13,14,15,16,17,18	9
Ambiguity	19,20,21,22,23	5

However, the internal factor and external factor influenced the students' problems in their translation. First, they faced the problems because of their wrong opinion. They believe that translation is difficult subject. Then, they have low enthusiasm and motivation in doing translation work. Lastly, they have not understood the main term of translation correctly.

## 2. What the Most Dominant Problem the Students Have in Doing Translation for the Fifth Semester Students of English Department in Tarbiyah Faculty of IAIN Antasari Banjarmasin.

After classifying the items into area tested and analyzing the problem that students did, the writer described the most dominant problems that student had as shown in the tables follows:

Table 4.10. The Most Dominant Problem of Student's Translation

Students Number	Understatement	Linking words	Verbs	Accuracy	Ambiguity
1		✓		✓	
2		✓		✓	
3		✓		✓	
4		✓		✓	
5			✓		✓
6				✓	
7		✓		✓	
8		✓		✓	
9				✓	✓
10		✓			
11		✓			
12				✓	✓
13					
14		✓			✓
15				✓	✓
16		✓			
17					✓
18					✓

19					
20		✓		✓	
21				✓	
22		✓		✓	✓
23		✓	✓	✓	
24		✓			
25				✓	
26		✓			
27		✓		✓	
28		✓			
29				✓	
30		✓			
31		✓		✓	
32				✓	
33					
34		✓	✓	✓	
35		✓	✓	✓	
36		✓	✓	✓	✓
37		✓	✓	✓	
38			✓	✓	✓
39				✓	
40		✓	✓	✓	
41			✓	✓	✓
42		✓		✓	
43		✓		✓	
44		✓			
45		✓	✓	✓	✓
46		✓			
47		✓	✓	✓	
48		✓		✓	
49				✓	
50					
51					
52		✓		✓	
53		✓		✓	✓
54				✓	
55				✓	
56		✓		✓	
57					

58		✓			
59				✓	
60		✓			
61				✓	✓
62					
63		✓	✓	✓	
64		✓	✓	✓	✓
65		✓		✓	
66					
67		✓		✓	
68		✓		✓	
69		✓	✓	✓	✓
70		✓			
71				✓	
72				✓	✓
73				✓	
74			✓	✓	
75		✓		✓	
76		✓	✓	✓	
77		✓	✓	✓	✓
78		✓	✓	✓	✓
79		✓	✓	✓	
80		✓		✓	✓
81		✓		✓	✓
82		✓			✓
83		✓		✓	
84		✓		✓	
85		✓	✓	✓	
86		✓	✓	✓	
87					
88		✓			
89			✓	✓	✓
90					
91		✓		✓	✓
92		✓	✓	✓	
93		✓		✓	
94		✓		✓	
95		✓		✓	✓
96		✓			✓



97		✓			
98		✓		✓	
99			✓	✓	✓
100		✓		✓	✓
101		✓		✓	✓
102				✓	
103					
104				✓	✓
105				✓	✓
106				✓	
107		✓	✓	✓	✓
<b>TOTAL =</b>	<b>-</b>	<b>67</b>	<b>25</b>	<b>76</b>	<b>32</b>

To sum up, the dominant problems that students had as the table above is that no student that made problem in understatement and euphemisms. There are 67 students or 62.2% who made problem in linking words, there are 25 students or 23.3% that made problem in verbs, there are 76 students or 71.0% that made problem in accuracy, there are 32 students or 29.9% that made problem in ambiguity.

Finally, the most dominant problem that students had is accuracy, and the lowest problem that students had is understatement.