

CHAPTER I

INTRODUCTION

This chapter presents background of the problem, formulation of the problem, objective of the research, significance of the research, limitation of the research, key terms definition of the research, and research method.

A. Background of the Problem

Translation is very important in writers' life. Moreover if the writers have role as translators. They need to know more than one languages if they would like to be good translators for readers. Not only master the source language and the target language, but the translators also need to master cultures for both SL and TL, topics or focuses what texts are translated, capable of comprehending written texts receptively, able to express ideas writtenly and productively as well as able to use any kinds of dictionaries and other references, Suryawinata and Hariyanto, 2003:27.

Students are also said as writers since they do writing in their life as a tool of communication. Good communication takes place if the writers and the readers have the same understanding to the written texts. What is delivered by the writers is understood by the readers. Not only meanings inside, but also messages to be communicated. The same with the students of English department who usually learn English texts in their study. The texts are not easy to comprehend if the students do not master English and their own language, Indonesian.

In the semester course plan of English department, the students learn Translation lectures. One of them is Translation II which is learnt in the fourth semester. In Translation II, as a competence standard, the students comprehend some examples of translation and translate words, phrases, sentences which cover noun, determiner, preposition, adjective, adverb, verb, sentence, conjunction, be, modal and WH-word, passive sentence, relative pronoun, verb ing and verb ed as well as interpret a novel in the form of exercises into Indonesian. Related to the competence standard, as the students, they need to comprehend English written texts into Indonesian to get information which is delivered. Without mastering both of the languages, the students do not comprehend the content of the texts.

Based on the teacher-researcher's experience as a teaching staff in the lecture, she still meets the students' translation result in Translation I is not satisfying or so far of her expectation (See *DPNA Translation I, Semester Ganjil, 2013/2014* in Appendix 1). The result is obtained from the students' work to translate two texts written in English and another one is Indonesian which is absolutely analyzed and evaluated based on measurement criterion. Since then, the teacher-researcher is curious to analyze deeply what translation difficulties faced by the students in translating texts from the source language into target language.

Because Translation II is learnt in the fourth semester, the teacher-researcher decides to do an analysis to the students' work in this lecture. Moreover during the students learn and do exercises and mid test of Translation II, it is found that the students still often do errors in translating words/phrases or sentences, even texts.

They also find difficulties in choosing appropriate words in the target language as well as in constructing them into correct orders. The result of their work is not really satisfying (See List of the Students' Mark in Appendix 3). In line with this, the teacher-researcher is inspired to conduct a research, entitled **Analysis of Translation Difficulties for the Fourth Semester Students of English Department of IKIP Gunungsitoli Year 2013/2014.**

B. Formulation of the Problem

Based on the background of the problem, a problem is formulated that is what are translation difficulties for the fourth semester students of English department of *IKIP Gunungsitoli* year 2013/2014?

C. Objective of the Research

The objective of the research is to find out and to describe translation difficulties for the fourth semester students of English department of *IKIP Gunungsitoli* year 2013/2014.

D. Significance of the Research

The significance of the research is addressed to some academicians, such as:

1. The teacher-researcher, as a source of information to broaden her knowledge in Translation lectures so that any implication later on is obtained.
2. The students, as a means to realize what weakness they do in translating SL into TL practically so that they need to learn far better theoretically.

E. Limitation of the Research

The teacher-researcher limits the scope of the research as follows.

1. Focus group is focused on the fourth semester students only, English department, especially Class A which consists of 34 persons.
2. Object is Translation II.
3. Material is English phrases/sentences found in the book of Translation II and WH-word which is found in a novel in the form of exercises written in English translated into Indonesian.
4. Kind of translation is semantics translation.
5. The research is conducted through qualitative research design, especially content analysis.

F. Key Terms Definition of the Research

To avoid misconception and misperception, the teacher-researcher defines some terms in the research which are considered difficult or ambiguous.

1. Analysis is a work of the teacher-researcher which needs a competent or a skill to do it. Here, the teacher-researcher does it based on the available supporting theories of translation and also the measurement criterion. It is done to the students' work in Translation II as their final test year 2013/2014 in the even semester.
2. Translation difficulties are the students' disabilities in translating written texts in the form of WH-word which is found in a novel, that is The Young Prince and The

Poor Boy. Of course, whatever weakness as errors done by the students is categorized as their difficulties. It is as the final research report for the teacher-researcher.

G. Research Method

1. Approach and Kind of the Research

Since the teacher-researcher has a purpose to find out and describe translation difficulties for the fourth semester students of English department of *IKIP Gunungsitoli* year 2013/2014, so approach and kind of the research is qualitative. Qualitative research is an approach used to systematically gather data, but the data are purely descriptive and therefore not numerical, Sirois, Schmutte, and Sprinthall, 1991:100. Then they continue saying,

The data in qualitative research are made up of written descriptions of people, events, opinions, attitudes, and environments, or combinations of these. The data may be derived from direct observations of an individual's behaviour, from interviews, from written opinions, or from public documents.

Bodgan and Biklen, 1998:3 present, "Qualitative research is frequently called naturalistic because the researcher frequents places where the events he or she is interested in naturally occur". They continue confirming that one of the characteristics of qualitative research is descriptive data where the data collected are taken from form of words or pictures than numbers.

The theory above is in line what is quoted by Moleong, 2002:3 from Bogdan and Taylor, 1975:5 stating, "*Metode penelitian yang menghasilkan data deskriptif*

berupa kata-kata tertulis atau lisan dari orang-orang dan perilaku yang dapat diamati”.

Along with this, the teacher-researcher does not do any treatment, but she only administers test officially at the end of this semester and written questionnaires (open and close). In other words, the teacher-researcher searches official document, in this case, it is test of Translation II; and questionnaires only.

Official document, especially student records and personnel files (records of all testing for translation) is useful to find out and to describe the students' difficulties in translating the source language into the target language. While questionnaires are useful to get more understanding to phenomena surrounding Translation II lecture, Sirois, Schmutte, and Sprinthall, 1991 and Bogdan and Biklen, 1998.

Briefly, the teacher-researcher applies qualitative method which is said by sociologist as qualitative content analysis, Daniels and Fields in Bodgan and Biklen, 1998:58.

2. Setting of the Research

The setting of the research is *IKIP Gunungsitoli* which is located at Jl. Yossudarso No 118 E/S. This institution is led by a rector by a help of three rector assistants and supported by the other lecturers who dedicate themselves to teach about four thousands students who come from different background and manage each faculty, each department, and each unit.

At this point, the teacher-researcher searches English department students of languages and arts education faculty.

3. Data and the Research Informen

Datum of the research is taken from final test done in groups outside the classroom and submitted at the day of final test held. The teacher-researcher asks the students to translate *The Prince and The Poor Boy*, p. 76 – 80 especially the questions and it is answered into Indonesian. The more elaboration is Chapter 1,2,3 for Group 1; Chapter 5,6,7,8 for Group 2; Chapter 9,10,11,12 for Group 3; Chapter 14,16 for Group 4; Chapter 17,18 for Group 5; Chapter 19,20 for Group 6. The result is typed on A4 paper, Times New Roman, T/B/L/R = 2. Besides, questionnaires are also as the second datum. In relation to this, the research informen as she has a purpose (purposively sampling) are the students of the fourth semester who join the lecture of Translation II which consist of 34 persons, especially Class A the teacher-researcher teaches.

4. Procedure of Collecting the Research Data

In the following, the teacher-researcher presents procedure of collecting the research data.

- a. Observing the students during doing exercises of Translation II and mid test related to all topics learnt.
- b. Administering the final test of Translation II and the questionnaires to be done as the source of data. The test consists of WH-questions which ask some information

from the decided novel as well as the questionnaires consist of open and close which have been required based on its procedure, Arikunto, 1997:229.

- c. Analyzing the data by following the data analysis techniques.

5. Technique of the Research Data Analysis

By and large, the teacher-researcher analyzes the two kinds of data as in the following.

a. Data Collection (keeping)

In this first step, the teacher-researcher collects the data by using instruments written above. The obtained data are not directly processed, but it needs to read to be comprehended.

b. Data Reduction (evaluation and classification)

The next step is the teacher-researcher reduces the data by evaluating and classifying what different information it has so that the teacher-researcher can distinguish any obtained information related to the research problem.

c. Data Explained (explanation)

After the data are reduced, the teacher-researcher explains them systematically to answer the research problem so that understanding to the phenomena is clear.

d. Data Presented (conclusion)

As the last steps the teacher-researcher draws a conclusion related to the problem limitation, the research formulation and the research purpose.

The elaboration of the research data analysis is described by the teacher-researcher as follows. First the teacher-researcher uses the data surface strategy of taxonomy to analyze students' difficulties in translation, then collects and conducts through the following steps:

1) Scoring system

a) Reading on incorrect phrases/sentences or difficulties in phrases/sentences, either in WH-questions or its answers found in the novel.

b) Marking on incorrect phrases/sentences or difficulties phrases/sentences.

c) Analyzing the wrong phrases/sentences and classifying them based on the kinds and difficult categories.

d) Giving score 1 to each mistake and considered it as the student' difficulties.

5) Drawing the table to present the difficulties to know how many the students' difficulties in translating WH-questions and its answers found in the novel. The table is seen below.

Table 1

KINDS of DIFFICULTIES

No	Kinds of Difficulties	Difficult Categories						Total
		Kind of translation	Diction	Using	Writing	Meaning	Answer	
1.	Noun							

Continued Table 1 ...

2.	Determiner							
3.	Preposition							
4.	Adjective							
5.	Adverb							
6.	Verb							
7.	Sentence							
8.	Conjunction							
9.	Be							
10.	Modal							
11.	WH-word							
12.	Passive sentence							
13.	Relative pronoun							
14.	Verb ing							
15.	Verb ed							

As the basic for the teacher-researcher to decide the kinds of difficulties is what the students learn in the semester concerning to the semester course plan (See Syllabus in Appendix 1). The difficulties are divided into six categories as a consideration for the teacher-researcher related to the students' work where,

- a) Kind of translation is what the students' perception when they translate WH-questions whether they focus on semantic translation as it is suggested or they are influenced by others.
- b) Diction is what words the students use when they are translating. Do they use appropriate words since one word sometimes consists of more than one meaning?
- c) Using is how the students compose their translation in correct order or vice versa.
- d) Writing is how the students write their translation result. Is there any misspelling or less/more than letters?
- e) Meaning is how the students present or translate WH-questions and its answers. Is it concerned to the context?

f) Answer is related to the students' finding in the novel to answer the questions. If they get the right answers, it indicates they at least understand the questions.

2). Percentage of students' difficulties

To know the students' difficulties, the teacher-researcher scores 1 for each category of all difficulties and calculates them based on the following formula:

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

Where:

P = Percentage

F = Frequency of student's difficult

N = Sum of student's difficult

6. Credibility, Transferability, Dependability, Confirmability and the Research Findings

Validity/credibility is the accuracy of truthfulness of the findings, e.g. How confident can the teacher-researcher be in her observations, interpretations of obtained data, and conclusions? Are they believable? This is explained in Chapter I related to the students' exercises and mid test and continued in Chapter IV related to the research findings. Besides, the two research instruments are also validated by co-lecturers.

Transferability/external validity is the degree to which the findings of a qualitative study can be applied or generalized to other contexts or to other groups for instance to the fourth semester students of English department, especially Class B and

C. In line with this, the teacher-researcher also distributes the open and close questionnaires to the students, Class B and Class C randomly with the amount is 34 persons.

Dependability/reliability is consistency of behaviour (data and findings would be similar if the study were replicated). Here, the teacher-researcher finds a theory which is stated if the research instruments are valid, it is reliable too.

Confirmability (neutrality)/objectivity is the research is free of bias in the procedures and the interpretation of results by taking conclusions similarly with other researchers with the given data or findings. To avoid bias in the research, the teacher-researcher asks co-lecturers check and recheck the obtained research findings.

7. Phases of the Research

Below is the phases of the research implementation described by the teacher-researcher.

- a. Conducting a preliminary study to the students who learn Translation II.
- b. Exploring and formulating the research problem of the fourth semester students.
- c. Deciding a research method.
- d. Collecting the student records and personnel files (records of all testing for translation) as well as preparing the research instruments that are test and questionnaires.

- e. Consulting the research instruments to co-lecturers to get validity/credibility, transferability/external validity, dependability/reliability, and confirmability (neutrality)/objectivity (See its explanation on p. 11-12).
- f. Collecting the data by observing the students during one semester in doing exercises, distributing the test of Translation II and asking them through the list of questions.
- g. Analyzing the obtained data by following the techniques as written in the next sub topic.
- h. Reporting the research findings.

CHAPTER II

REVIEW OF RELATED LITERATURE

This chapter is divided into three parts namely theoretical framework, latest related researches, and conceptual framework. Theoretical framework consists of definition of difficulties, definition of translation, kinds of translation, translator versus interpreter, tools of translation, process of translation, factors influencing translation process, principles of translation, strategies of translation, criteria of a good translation, syllabus of translation II lecture of English department of *IKIP Gunungsitoli*, and some examples of translation II lecture; whereas latest related researches consist of previous researches done by the previous researchers and conceptual framework describes a work of the teacher-researcher in conducting the research.

A. Theoretical Framework

1. Definition of Difficulties

According to Brown (2000:216) “Mistakes, misjudgments, miscalculations, and error form an important aspect of learning in acquiring information”. Difficulties in translating is when someone who translates a text, but does not understand how to use words, phrases, sentences which cover noun, determiner, preposition, adjective, adverb, verb, sentence, conjunction, be, modal and WH-word, passive sentence, relative pronoun, verb ing and verb ed as well as to interpret a novel in the form of

exercises into Indonesian are imperfect. Difficulties are usually compared with impotence.

In order to analyze the student language in an appropriate perspective, it is crucial to make a distinction between difficulties and impotence. In details, the two terms may be distinguished if they are viewed from the student's existing knowledge. For example, a student translates "His only car always stays in Tini's garage in the evening" into "*Hanya mobilnya yang selalu berada di garasi Tini di malam hari*" while the student only knows that "only" is *hanya*". Another example is "The fisherman casts his net to the big sea" into "*Nelayan tersebut melemparkan jaringnya ke laut yang besar*". The student translates big into *besar* since s/he only knows the meaning of big is *besar*. It can be said the students has difficulties translating that sentence because he or she does not know how to choose that correct adverb, word meaning according to the context. It is possible to find in other eight parts of speech or others. On the other hand, the students need to comprehend each word function in a context so that they can avoid some difficulties that are related to many kinds of translation introduced by experts.

2. Definition of Translation

Malinowski, 1965:11-2 in Choliludin, 2005:4 says,

Translation must always be the re-creation of the original into something profoundly different. On the other hand, it is never substitution of word but invariably the translation of whole contexts.

Of this theory, it is concluded that the translation is a deep meaningful context and it is not as a substitution SL word by another word into TL.

To achieve a meaningful context, Wills in Noss, 1982:3 cited by Suryawinata & Hariyanto, 2003:16 conversing that 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 semantic and the pragmatic understanding and analytical processing of the SL. Again purposely Wills, 1982:112 in Choliludin, 2005:3 talks,

Translation is a 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.

Larson also, 1984:3 in Choliludin, 2005:4 states,

Translation consists of translating the meaning of the source language into the receptor language. This is done by going from the form of the first language to the form of a second language by way of semantic structure. It is meaning which is being transferred and must be held constant. Only the form changes.

While Catford, 1965:1 in Choliludin, 2005:7 declares,

Translation is an operation performed on languages; a process of substituting a text in one language for a text on another, translation must make use of a theory of language, general linguistic theory.

Again Catford, 1965:20 in Choliludin, 2005:4 and in Suryawinata & Hariyanto, 2003:11 continues stating that translation may be defined as follows: the replacement of textual material in one language (SL) by equivalent textual material in

another language (TL). His ideas are supported by Baker, 1992:5-6 in Choliludin, 2005:4 confirming,

The equivalence is adopted in this book for the sake of convenience – because most translators 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.

Not only Baker, but also Steiner, 1994:103 in Choliludin, 2005:5 emphasizes,

Translation can be seen as (co) generation of texts under specific constraints that is relative stability of some situational factor and, therefore, register, and, classically, change of language and (context of) culture.

Related to these theories, it can be said that what is meant by the translation here is a process of replacement from one language to another language and equivalency affected by linguistic factors, cultural factors, and situational factors.

It is emphasized by Savory, 1968 in Suryawinata & Hariyanto, 2003:12, “Translation is made of possible by an equivalent of thought that lies behind its different verbal expressions”. In other words, he stresses that an equivalent thing meant is its thought.

Furthermore the two experts (Catford & Savory) above are also supported by Brislin, 1976:1 in Choliludin, 2005:18 and in Suryawinata & Hariyanto, 2003:12 defining,

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 one or both languages are based on signs, as with sign languages of the deaf.

But Brislin also adds that is it not only for written language but also for oral language, even so for sign language. Besides, Larson 1984:3 in Choliludin, 2005:4 supports writing in Suryawinata & Hariyanto, 2003:16,

Translation is basically a change of form. When we speak of the form of a language, we are referring to the actual words, phrases, clauses, sentences, paragraphs, etc., which are spoken or written.... In translation the form of the source language is replaced by the form of the receptor (target) language.

In line with the theories above, Pinhhuck also, 1977:38 in Suryawinata & Hariyanto, 2003:13 states, “Translation is a process of finding a TL equivalent for an SL utterance”. And also Rokhman, 2006:9 says, “*Penerjemahan merupakan usaha untuk menyatakan kembali ide dari satu bahasa ke bahasa lain*”.

On the ground of the theories above, McGuire, 1980:2 in Suryawinata & Hariyanto, 2003:15 re-emphasizes,

Translation involves 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 structure will be seriously distorted.

On the other hand, he states that the translation process is done equivalency but it must be flexible seeing that if it is too closely grammatically the meaning of TL is meaningless.

Besides, Newmark, 1981:7 in Suryawinata & Hariyanto, 2003:15 defines,

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.

This theory is clearly understood that the translation is an effort to create a message from SL into TL equivalency writtenly. For the purpose, Nababan, 2003:18 defines, “*Translation mengacu pada pengalihan pesan tertulis dan lisan*”. He also writes, “*Kata penerjemahan mengandung pengertian proses alih pesan, sedangkan kata terjemahan artinya hasil dari suatu penerjemahan*”.

Nida and Taber are not left behind, 1982:12 in Choliludin, 2005:3 and in Suryawinata & Hariyanto, 2003:12 saying,

Translating consists in reproducing in the receptor language the closest natural equivalence of a source language message, firstly in terms of meaning and secondly in terms of style.

Of their statement, it is seen in the translation is not only to get an equivalent meaning but also its figure of speech usually and naturally occurs in TL language. This is supported by Kridalaksana, 1985 as cited by Nababan, 2003:19 stating that *penerjemahan sebagai pemindahan suatu amanat dari bahasa sumber ke dalam bahasa sasaran dengan pertama-tama mengungkapkan maknanya dan kemudian gayanya*.

In short, all the theories above are concluded that translation is a process of transferring messages from one language (SL) to another language (TL) equivalency by considering some factors such as situational, linguistic (semantic, syntactic, pragmatic, figures of speech) and culture to get a meaningful context. Above also it is found that some experts focus on written language, some of them pay attention to oral language. Granting that there are two sides, the teacher-researcher in the research puts

her notice on written language since any other theories who describe different things between written and oral language.

3. Kinds of Translation

In literature, experts classify kinds of translation. Different experts have different sights. According to Nababan, 2003:29 practically the kinds of translation emerge inasmuch as four factors namely *adanya perbedaan antara sistem bahasa sumber dengan sistem bahasa sasaran, adanya perbedaan jenis materi teks yang diterjemahkan, adanya anggapan bahwa terjemahan adalah alat komunikasi dan adanya perbedaan tujuan dalam menerjemahkan suatu teks.*

Jakobson (1959:234) as cited by Suryawinata & Hariyanto, 2003:33-36 divides translation into three kinds that are intralingual translation, interlingual translation, and intersemiotic translation. According to him, intralingual translation is *pengubahan suatu teks lain berdasarkan interpretasi penerjemah, dan kedua teks ini ditulis dalam bahasa yang sama.* If a translator rewrites a poetry into a prose, it must be the same language. This is a creative proses usually done by students in literature faculty. It is sometimes said this is not a real translation. While interlingual translation is *terjemahan dalam arti yang sesungguhnya di mana penerjemah menuliskan kembali makna atau pesan teks Bsu ke dalam teks Bsa.* This is related to all definition of translation in the previous pages. The last is intersemiotic translation which is *penafsiran sebuah teks ke dalam bentuk atau sistem tanda yang lain.* This is done by translating a novel into a movie.

Among the three kinds of translation above, the teacher-researcher focuses on the second one that is interlingual translation.

Ten years later, Savory (1969:20-24) as cited by Suryawinata & Hariyanto, 2003:36-39 classifies it into four kinds of translation. They are as follows.

a. Perfect Translation

This kind of translation involves all informative written texts which are often found in public places and roads. For example:

SL: *Dilarang merokok*

TL: No smoking

SL: *Awas cebong*

TL: Beware of the tadpole

b. Adequate Translation

Adequate translation is a kind of translation which gives priority to flexibility of TL language so it is nice to read like a detective story such as written by Agatha Christie. This translation is done to common readers generally who do not care of original texts. A translator freely can reduce or paraphrases difficult words or sentences. The most important thing for the readers is the translation result provides an interesting story, not about figures of speech.

c. Composite Translation

In Savory's sight, this kind of translation covers literature translation done seriously. In a translator's sight, its proses gives any satisfaction so a commercial aspect is not totally considered inside. For example, translating a poetry into a prose or vice versa. The translator as good as possible translates a SL text into a TL text by considering three aspects such as meaning, messages, and in terms of style. For example is translating *The Old Man and Sea* into *Laki-laki Tua dan Laut*.

d. Scientific and Technical Term Translation

This kind of translation covers texts of science and technical terms. This is importantly done by a translator since nowadays there are so many difficult terms in a book/text to be understood by the common readers. For instance counselling terms, banking terms, economic terms, medical terms and so forth.

Of the four kinds of translation above, the teacher-researcher looks at that Savory is inconsistent to classify the kinds since the last kind is based on content of SL while the three is focused on text characteristics of TL.

Clearly, it is seen in a figure in the next page.

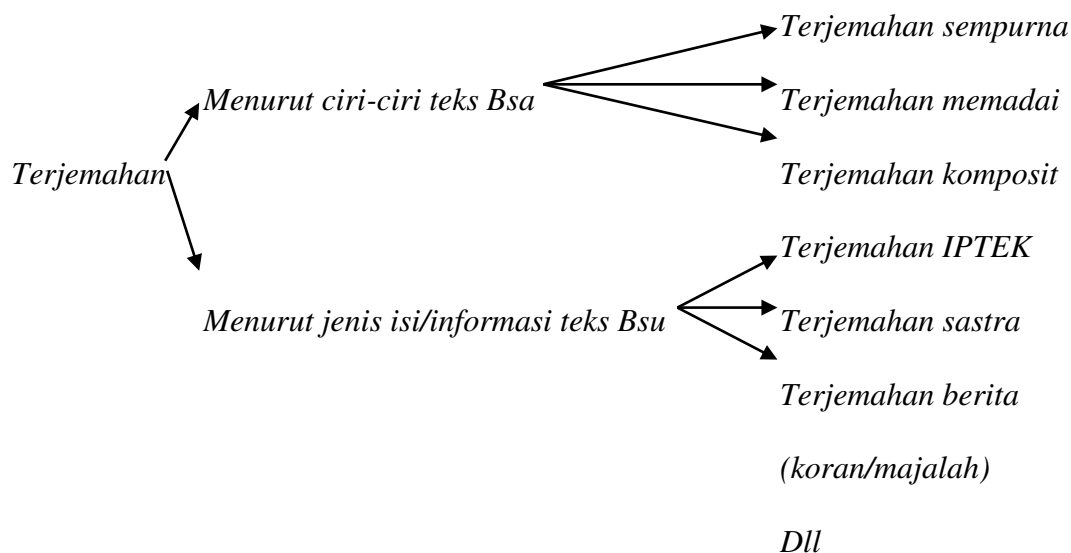


Figure 1. Translation Category

Among the four kinds of translation above, the teacher-researcher works for composite translation related to the syllabus content.

Other experts such as Nida, Taber, Larson, and Newmark also classify the kinds of translation as follows.

a. Literal Translation

As cited by Suryawinata & Hariyanto, 2003:40, literal translation is *terjemahan yang mengutamakan padanan kata atau ekspresi di dalam Bsa yang mempunyai rujukan atau makna yang sama dengan kata atau ekspresi dalam Bsu*. In other words, it is said that literal translation is a replacement of a SL text into a TL text equivalency which is the structure of SL is maintained in spite of inappropriate into TL. However, Nida's and Taber's theory, as well as Larson's theory is contrast to Newmark's that is it is word for word translation as it is called unacceptably restricted

translation. On the other hand, Newmark suggests to adjust the structure of SL language into the structure of TL language as seen in TL(2) below. For example,

SL : This series offers an introduction to a wide range of popular topics for young readers.

TL(1) : *Ini seri menawarkan sebuah pengenalan pada sebuah lebar rentang dari populer topik untuk muda pembaca.*

TL(2) : *Seri ini menawarkan sebuah pengenalan terhadap rentang topik populer yang luas untuk pembaca muda.*

b. Dynamic Translation

As cited by Suryawinata & Hariyanto, 2003:41, Nida and Taber say that *terjemahan dinamis adalah terjemahan yang mengandung ke lima unsur dalam batasan yang dibuat oleh Nida dan Taber: (1) reproduksi pesan, (2) ekuivalensi atau padanan, (3), padanan yang alami, (4) padanan yang paling dekat, (5) mengutamakan makna, Suryanwinata (1969:8).*

In other words, a translator focuses on a concept about equivalency and avoids formal equivalent concepts or forms.

c. Idiomatic Translation

It is different with idiomatic translation. Nida and Taber say that *terjemahan yang menggunakan bentuk kata-kata dan struktur kalimat Bsa yang luwes dengan berusaha menciptakan kembali makna dalam Bsu (makna yang ingin*

disampaikan penulis atau penutur asli, di dalam kata dan tata kalimat yang luwes di dalam BSA).

In other words, this translation seems not as a translation but as an original text. Therefore, the purpose of translation is idiomatic translation. For examples:

SL: What's your name?

TL: *Apa namamu?* (Literal)

TL: *Siapa namamu? Atau Siapa nama Anda?* (Idiomatic)

SL: Can I have your name?

TL: *Bisakah saya memperoleh namamu?* (Literal)

TL: *Siapa nama Bapak? Atau Siapa nama Ibu? Atau Siapa nama Anda?* (Idiomatic)

d. Semantics translation

Newmark (1991) as cited by Suryawinata and Hariyanto (2003:49-50) says that *terjemahan semantis harus mempertahankan gaya bahasa itu sedapat mungkin*. He continues saying that *terjemahan semantis berusaha mempertahankan struktur semantis dan sintaktik serta makna kontekstual dari teks Bsu*. He also says that *elemen budaya Bsu harus tetap menjadi elemen budaya Bsu meskipun ia hadir di dalam teks terjemahan Bsa dan membantu menjelaskan makna konotatif yang mengacu pada hal-hal yang universal*.

Based on the theory this translation seems clumsy to do with a complex structure since the translator attempts to describe the writer's own thinking, maintain the writer's idiolect and even the writer's style in expressing his/her ideas. The

translator cannot reduce or add or modify to beautify the writer's words into the TL. In other words, the translator does not effort to help the readers to get better understanding, but s/he only changes the meaning and terms from SL into TL. This kind of translation is usually found when translating Koran and authoritative texts such as literature, other texts which are written well, even bad texts writtenly on purpose.

e. Communicative Translation

Differently with this kind of translation, it is a kind of translation which must change into receptive structure, beauty and flexible in the TL. For examples:

SL: Keep off the grass.

TL: *Jauhi rumput ini* (Semantic)

TL: *Dilarang berjalan di atas rumput* (Communicative).

A translator if translating written texts in the side of communicative translation, attempts to create any effect experienced by the writer to experience by the readers. The translated words must be understood all and all elements of SL culture must be transfered into elements of TL culture. It is allowed for the translator to reduce, add, or modify the writer's words as far as the result is understandable.

This kind of translation is usually found in translating bible, said by Nida and Taber, 1969 in Suryawinata and Hariyanto, 2003:51.

Nababan, 2003:29-46 also classifies the kinds of translation as explained in the next page.

a. Penerjemahan Kata demi Kata

Nababan, 2003:30 says, “*Penerjemahan kata demi kata (word for word translation) adalah suatu jenis penerjemahan yang pada dasarnya masih sangat terikat pada tataran kata*”. In other words, a translator translates word for word without changing its structure. This kind of translation of course does not give any meaningful meaning. For example: I like that clever student = *saya menyukai itu pintar anak*.

b. Penerjemahan Bebas

Nababan, 2003:31 says, “*Penerjemahan bebas (free translation) sering tidak terikat pada pencarian padanan kata atau kalimat, tetapi pencarian padanan itu cenderung terjadi pada tataran paragraf atau wacana*”.

According to him, this free translation is not same with *penyaduran*. This message delivered must be faithful to the SL. A translator is not allowed to translate free or modify an original text. It is limited.

Added by Newmark (1991) as quoted by Suryawinata and Hariyanto, 2003:48 that *terjemahan bebas sangat berpihak kepada pembaca BSA. Hasil terjemahannya harus bisa dibaca dengan mudah oleh pembaca BSA. Terjemahan tidak perlu memperhatikan teks gaya bahasa aslinya. Gaya bahasa dan contoh-contoh bisa berubah, yang penting pembaca BSA tidak mengalami kesulitan dalam membaca teks tersebut*. In other words, the translator as can as possible to make the result of translation is easier understood by the readers.

c. Penerjemahan Harfiah

Nababan, 2003:31 confirms,

Penerjemahan harfiah (literal translation) adalah terletak antara penerjemahan kata demi kata dan penerjemahan bebas, penerjemahan harfiah mungkin mula-mula dilakukan seperti penerjemahan kata demi kata, penerjemah kemudian menyesuaikan susunan kata dalam kalimat terjemahannya yang sesuai dengan susunan kata dalam kalimat bahasa sasaran.

Clearly the kind of this translation is applied if the structure of SL is different with the structure of TL. An example is seen below.

SL: His heart is in the eighth place.

TL: *Kepunyaannya hati adalah dalam itu benar tempat* → *terjemahan kata demi kata*

Hatinya berada di tempat yang benar → *terjemahan harfiah*

Dia baik hati → *terjemahan bebas*

d. Penerjemahan Dinamik

Nababan, 2003:33 informs, “*Penerjemahan dinamik disebut juga sebagai penerjemahan wajar*”. In other words, a translator translates a SL into a TL naturally and it is avoidable difficult terms if there is no equivalent words in the TL.

e. Penerjemahan Pragmatik

Nababan, 2003:34 conveys,

Penerjemahan pragmatik (pragmatic translation) mengacu pada pengalihan amanat dengan mementingkan ketepatan penyampaian informasi dalam bahasa sasaran yang sesuai dengan informasi yang terdapat dalam bahasa sumber. Penerjemahan pragmatik tidak begitu memperhatikan aspek bentuk estetik bahasa sumber.

On the other hand, it is said that this kind of translation is usually used to translate documents especially in technique and trade which gives priority to information and fact. Besides, in this kind of translation, the form of a language is not really noticed but focusing on complete information. Possibly for a translator adds or reduces some information although it is not found in an original text.

f. Penerjemahan Estetik-puitik

In this kind of translation, a translator gives a notice to not only information, but also for impression, emotion, and feeling by considering an estetical target language. This is used to be found in translating literature such as prose, poetry, and drama which focuses on connotative emotion and figures of speech, Nababan, 2003:36.

g. Penerjemahan Etnografik

This kind of translation invites a translator attempts to explain cultural context between SL and TL. If there is no any term in the TL, it is unnecessary for the translator to translate urgently, but s/he must maintain the terms in the SL by providing an explanation of the terms, Nababan, 2003:37.

h. Penerjemahan Linguistik

According to Nababan,2003:37,

Penerjemahan linguistik ialah penerjemahan yang hanya berisi informasi linguistik yang implisit dalam bahasa sumber yang dijadikan eksplisit, dan yang dalam perubahan bentuk dipergunakan transformasi balik dan analisis komponen makna.

Here a translator focuses on linguistics information such as morphemes, words, phrases, clauses and sentences. This is usually done in complex sentences.

i. Penerjemahan Komunikatif

As cited by Nababan, 2003:40, Newmark (1981:62) says, “....translation is basically a means of communication or a manner of addressing one or more persons in the speaker presence”.

Of this theory, it is concluded that a translator must take care of how to transfer a message from a SL into a TL, any emerged effects to readers, effectiveness, form, meaning and function. So, in this kind of translation, it can be said it is as a social phenomenon which has mutidimension such as SL, TL, culture, original writers, translator and readers.

As examples are,

SL: Beware of the dog!

TL: *Awas anjing galak!* It is unnecessary to write beware of the vicious dog!

SL: Mr. Black (a lecturer), could you tell me the way to the raily station?

(its form, meaning, and function are correct)

Compare with the two sentences in the next page.

SL: Could you told me the way to the raily station?

(syntactically this sentence is wrong, in spite of logical meaning)

SL: Could you tell the door the way to the raily station?

(syntactically this sentence is correct, but its meaning is illogical)

Newmark (1981:63) in Nababan (2003:44) emphasizes,

The most important problem is the intuitive nature of communicative translation – the fact that its success can be measured only by investigating the reaction of the readers to whom it is addressed.

The readers' response is one of factors which decides whether it is successful communicative translation. It is seen in the following examples.

SL: Could you open the window?

SL: Can you open the window?

SL: Open the window, please!

SL: Open the window, will you?

The native writers repond the statements above differently which is same with the non native writers.

j. Penerjemahan Semantik

This kind of translation focuses on finding equivalent words out which are consistent to the SL culture. It possibly transfers contextual meaning of the SL closest to the TL syntacally and semantically. For example if command/imperative sentences are translated from English into Indonesian, the result must be command/imperative sentences too. This kind is also similar with linguistics translation, Newmark, 1981:39 in Nababan, 2003:45.

For example:

SL: Mr. Andrew : You must no go out this evening.

Harry : Yes, dad.

Compare to this dialogue.

SL: Mr. Andrew : You must not go out this evening.

Harry : Yes, sir.

Dad and sir are really having different meaning although it refers to Mr. Andrew (Harry's father).

It is emphasized by Nababan that this kind is difficult to apply since a translator maintains the culture of SL although it is known the culture of SL and TL is totally different. Of this weakness, the kind of translation is usually applied in translating abstract and subjective words.

As a conclusion, the teacher-researcher states that basically idiomatic is communicative translation. It emphasizes sentences structure and natural expressions. There is no any absolute translation to be chosen when translating written texts. It is free because it is a series of choice.

So eventhough there are some kinds of translation above, the teacher-researcher gives an explanation to the students to focus on semantic translation since the students are assigned to translate a novel as written in Chapter I.

4. Translator versus Interpreter

“Translator is a person who translates writing or speech”, Oxford, 1995:1271 while “Interpreter is a person who interprets: speak through an interpret”, Oxford Dictionary, 1995: 624. So what is done by an interpreter is interpretation.

Interpretation is a translation done by an interpreter of what someone is saying into another language, to permit a speaker to communicate with people who do not understand and the speaker's language, Longman: 1992:188.

McArthur in Rokhman, 2006:9 cited by Suryawinata and Hariyanto, 2003 says that translating *lebih berhubungan dengan bahasa tulisan*. Interpreting *merupakan usaha mengalihbahasakan bahasa lisan atau oral*.

To differentiate between translator and interpreter can be seen through some requirements mastered by each profession as it is seen in Table 2 below.

Table 2

TRANSLATOR versus INTERPRETER

Translator	Interpreter
Mastering source language and target language	Mastering source language and target language
Knowing culture of the source language and target language	Knowing culture of the source language and target language
Mastering topics or texts or subject matters being translated	Mastering topics or subject matters being told to be interpreted
Competent to comprehend written language/receptive degree (skill)	Competent to comprehend oral language/receptive degree (skill)
Competent to express ideas writtenly/productive degree (skill)	Competent to express ideas orally/productive degree (skill)
-	Competent to listen, note, express the content of information in the same time
Competent to use dictionary or other references	-
-	Competent to conclude speech quickly and directly

Based on the table above, it is clearly seen that translator and interpreter are different. Works of the the translator refers to written language while the interpreter's refers to oral language. Both of them have different characteristics which require

them as a good translator or interpreter. In the research, the teacher-researcher focuses on the translation from SL into TL in written language.

5. Tools of Translation

According to Suryawinata and Hariyanto, 2003:27-32, there are some tools of translation. They divides them into two that are conventional tools and modern tools. Conventional tools consist of dictionary, paper and pen.

They also say that there are some kinds of dictionary based on its language used such as *kamus ekabahasa*, *kamus dwibahasa*, and *kamus nekabahasa*.

Kamus ekabahasa is a dictionary consisting one language only. *Kamus dwibahasa* is a dictionary consisting two languages while *kamus nekabahasa* is a dictionary consisting more than one/two languages. It is remarked also that *kamus dwibahasa* and *kamus nekabahasa* do not always guarantee an appropriateness of a word of SL is equivalent with a word of TL.

Based on its content, dictionary is divided into *kamus umum* and *kamus khusus*. *Kamus umum* contains *keterangan kata aran* for instance KBBI, Oxford while *kamus khusus* contains *keterangan kata aran dalam bidang tertentu* such as *kamus teknik*, *kamus perminyakan* and so on.

Another conventional tool is thesaurus. In thesaurus, *kata aran* is followed by some similar words in meaning. Some thesaurus completes with antonym at the end of each word (*kata aran*). Thesaurus is useful to help a translator to choose diction.

Other conventional tools are encyclopedia and references such as journal: Translation Review, magazines. Encyclopedia helps a translator to get broader insights so s/he is able to find out appropriate concepts with texts being done.

Whereas modern tools consist of electronic dictionary, linguist and on-line resource. Electronic dictionary helps a translator to get words meaning quickly. Linguist is a kind of dictionary which is programmed in a computer. While on-line resource is website or the addresses which a translator can find thesaurus, *senarai istilah*, *bank data untuk penerjemah*, *grup diskusi*, and *jurnal terjemahan*.

Related to the two kinds of tools above, the teacher-researcher uses both of them in doing the research. And of course, the students who do the translation work are suggested to use them.

6. Process of Translation

Suryawinata's sight (1989:12) in Suryawinata and Hariyanto (2003:17), the process of translation is described below.

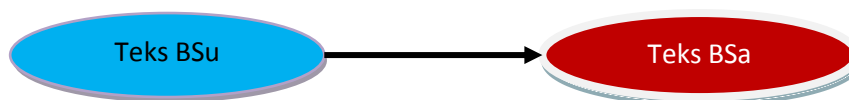


Figure 2: Process of Linear Translation

Suryawinata says that formerly if a translator translates a simple sentence, it is directly translated from a SL into a TL. Meanwhile for complex sentences, it cannot be done like the process above since the translator needs to consider some

ways when looking for in a dictionary for meaning of each word from SL, structure which is said relative clause and et cetera.

Nida and Taber (1969:33) as cited by Suryawinata and Hariyanto, 2003:18 describe a process of translation as dynamic translation as follows.

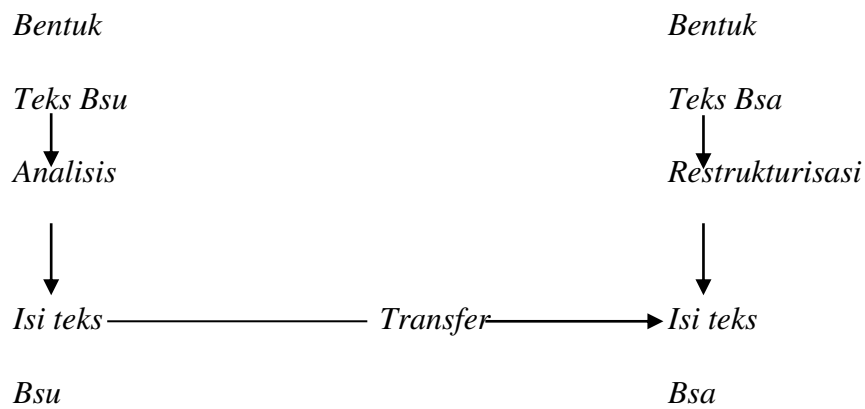


Figure 3: Process of Translation, Nida and Taber

The figure above is completed by Suryawinata, 1989:14 by transformative generative structure as seen in the next page.

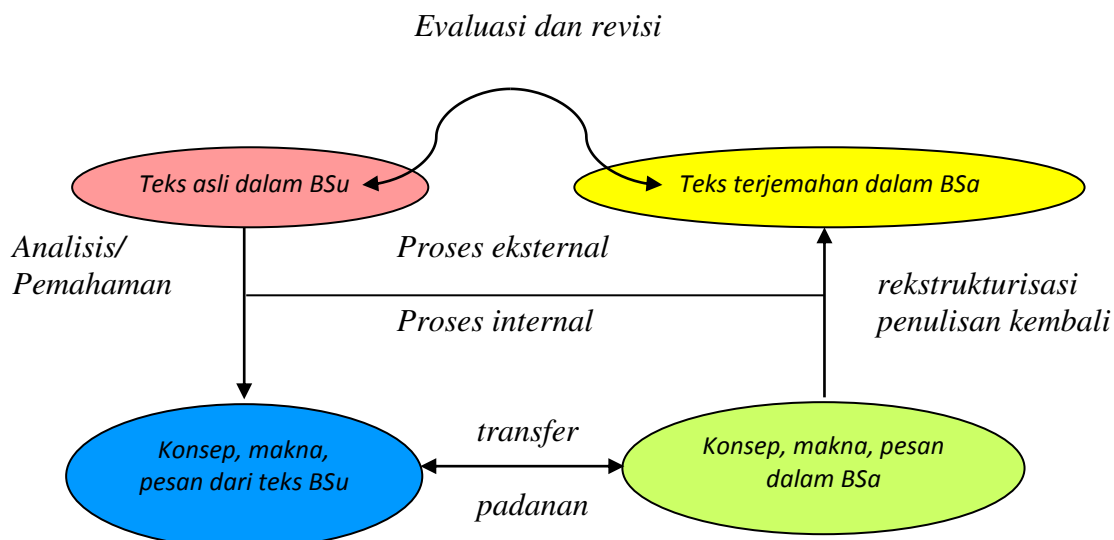


Figure 4: Process of Translation, Nida and Taber completed by Suryawinata

Based on Figure 4, it is explained that the translation process consists of four. First, analysis or comprehension phase; second, transfer phase, third, restructure phase, and fourth is evaluation and revision.

In analysis phase, the translator analyzes sentences based on grammatical, meaning, or combination words, textual meaning and even contextual meaning. Then, in transfer phase, the sentences have been analyzed and comprehended are processed by the translator in his/her mind and transferred from SL into TL. In this phase, the translator has not result a sequence of words into TL. Next, the translator continues restructuring by finding out equivalent words, expressions, and sentences structure in the TL correctly to deliver whole content, meaning, and messages of the SL. At last, the translator evaluates and revises the TL to get an appropriate meaning with the SL. As far as it is not equivalent, possible many times it is revised.

While according to Larson (1984:17) as cited by Choliludin (2005:30-35),

When translating a text, the translator's goal is an idiomatic translation which makes every effort to communicate their meaning of the SL text into the natural forms of the receptor language. Furthermore, he states that translation is concerned with a study of the lexicon, grammatical structure, communication situation, and cultural context of the SL text, which is analyzed in order to determine its meaning. The discovered meaning is then re-expressed or re-constructed using the lexicon and grammatical structure which are appropriate in the receptor language and its cultural context.

Below he simply presents a figure of the translation process.

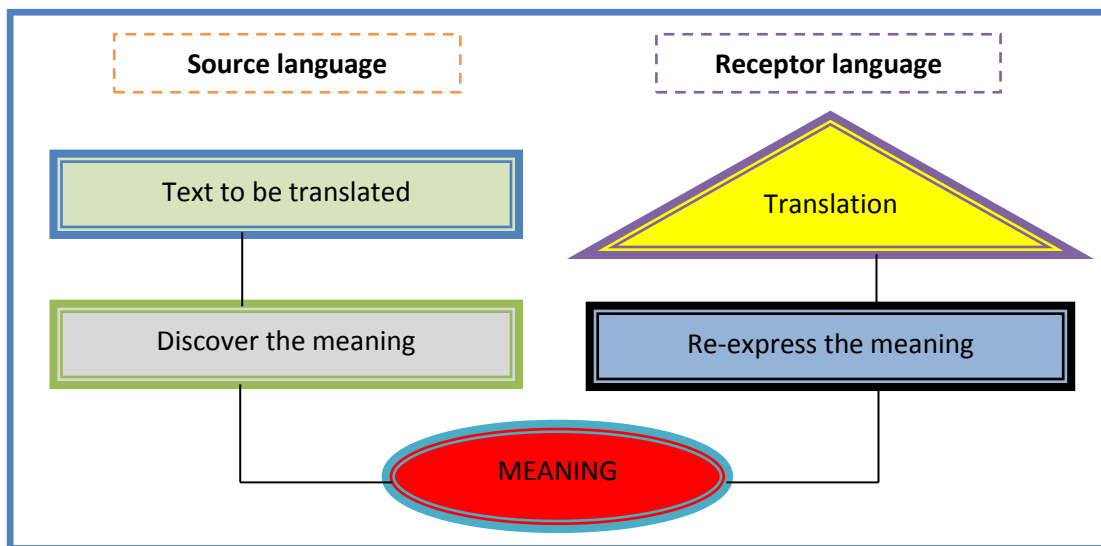


Figure 5: Translation Process, Larson

Of the figure above, the forms of the text to be translated and the translation results are shown by the different forms between square and triangle. He describes that in translation text, the forms of the source language may be changed into appropriate forms of the receptor language in order to achieve the idiomatic translation.

Completely, Tou (1989:131) in Choliludin (2003:31-31) presents the interpretation of the translation above, as it is seen in Figure 6 in the next page.

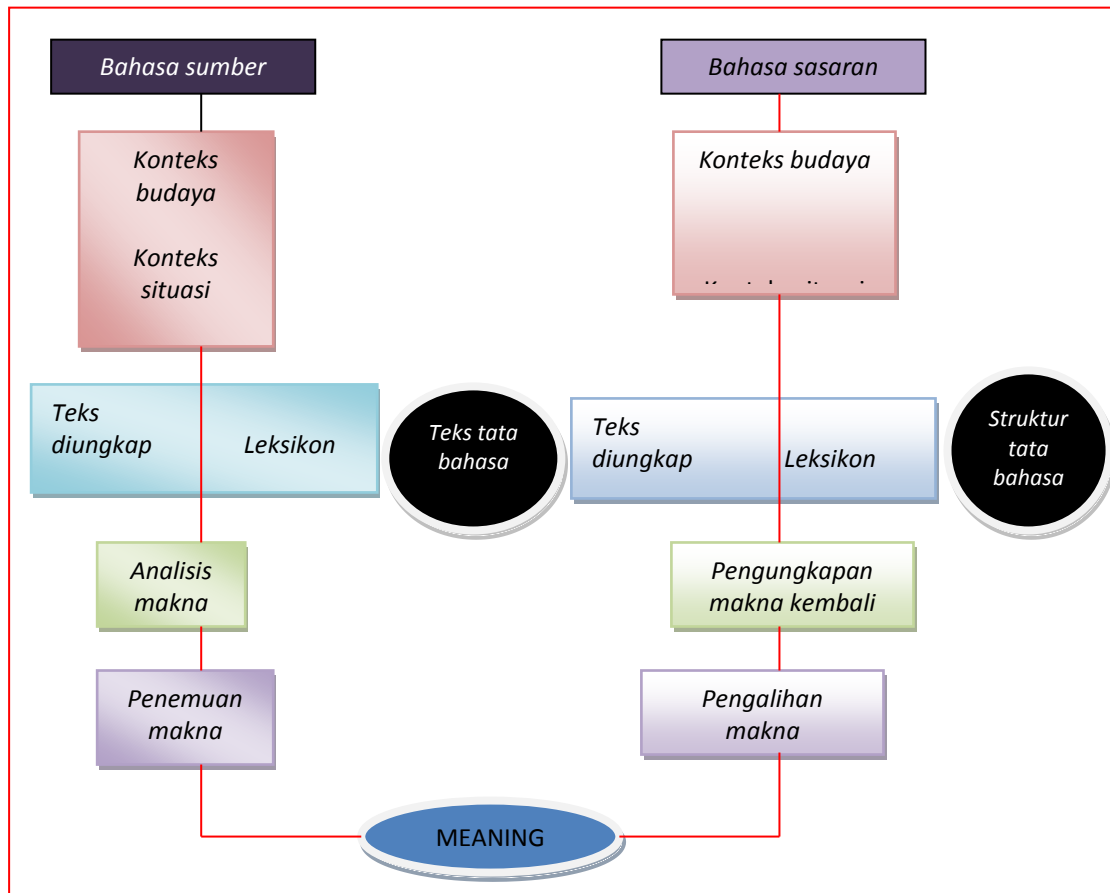


Figure 6: Interpretation of Translation Process

In the figure above, there are four stages in the translation process that a translator must follow in order to move from the source language into the target language namely analysis, discovery, transfer, and re-expression of meaning.

Figure 6 above is also completed by Said (1994:20) as cited by Suryawinata and Hariyanto, 2003:21 as in the next page.

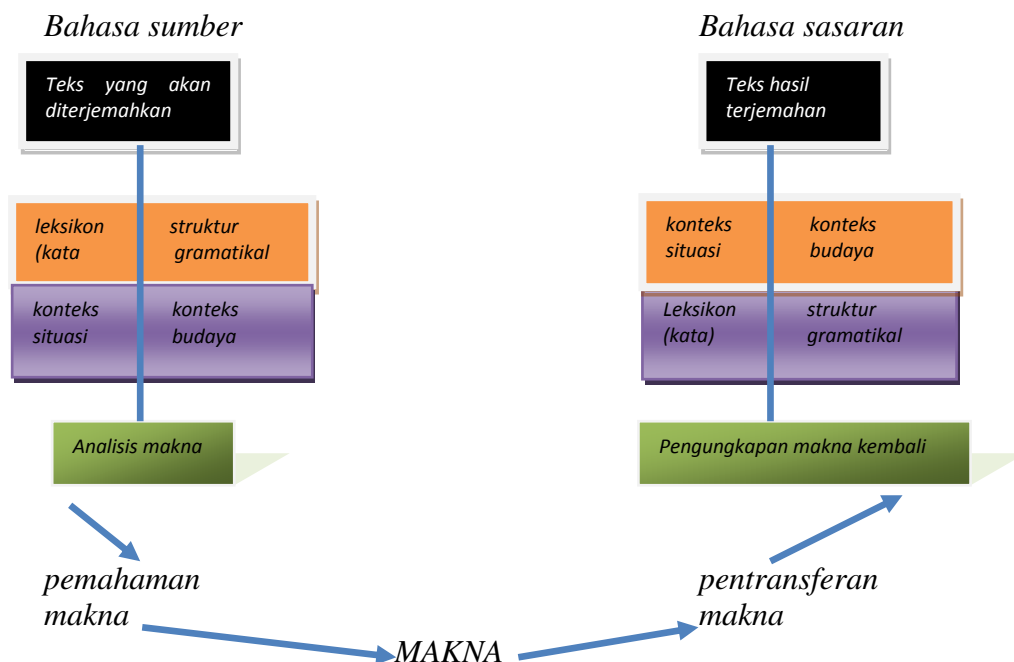


Figure 7: Process of Translation, Larson, completed by Said

A description of the figure above that is the translator analyzes a lexicon (word by word). Then, s/he analyzes grammatical structure. Next, s/he analyzes situational context when and to whom a certain statement expressed, and finally s/he analyzes cultural context that is accepted in the TL.

In line with the process of translation introduced by some experts above, the teacher-researcher notices the students' work when translating SL into TL to get an actual meaning idiomatically. The most important thing is they translate SL into TL by following the process and adjusting factors which influence the translation.

7. Factors Influencing Translation Process

Rokhman, 2006:11-34 presents some factors which affect translation process. They are textual, contextual and translator him/herself.

a. Contextual

Contextual factor is influenced by some things such as English history, geography/regional variation, social variation, text topic, culture in the text, writer, and reader.

In English text, it is very close to periods when it is written. The changing of periods causes many unfamiliar and difficult words to be comprehended.

Geography and regional variation also give any influence when writing a text. This happens because geography tends to affect accent such as Scottish English, Irish English, Singapore English and so on. At this point, the translator needs to take care of this when translating the text in order not to be wrong translated.

Social variation involves polite language, language level based on social level. Some languages are formal and informal for certain people.

Text topic is also related to this context. The more familiar the text topic to the translator, it is easier for her/him to translate. It is different daily language or general language and English for specific purpose that is more difficult to translate.

Culture also influences the text. In other words, the writer writes a text by using terms typically found in her/his place or surrounding. For example, go Duchth which is meant *bayar sendiri-sendiri* and klit which means *rok pendek di Skotlandia*.

Writer is also as a factor which affect the translation context. Frequently, a writer writes general terms that are supposed to being understood by the readers, but exactly no since the writer in this case has different meanings. For instance, modern

as what time today/nowadays. But for Lyotard, it is translated as dialect, hermeneutics and emancipation.

b. Textual

Textual factor is influenced by word, phrase, clause, sentence, punctuation, grammar, slot and filler.

Word can be as a factor because one word may have more than one meaning.

Phrase consists of word for word phrases, idiomatic phrases and collocations. Certainly in translating these is totally different. For the first, it is word for word translation, the second is idiomatic translation while the third lies between the first and the second. Some words are translated based on word for word translation, another word is considered. For example, hold a meeting means *mengadakan pertemuan*, while hold a post is *memegang jabatan*.

Clause consists of main clause and independent clause and sentence consists of subject and predicate. Both of them can influence the translation.

Punctuation is also a factor which influence the translation. The punctuation used in English texts must be translated into the TL because using them has different meanings. Related to this, now and then sentences or phrases, or words are deleted or reduced or added to translate because of punctuation into the TL to get a better work.

Since the grammar or structure of SL and TL is different, totally the translation result needs to be noticed, in spite of some similar found. If not, surely the work is not good.

Slot or filler is referred to eight parts of speech which of course has different meaning and function when they are used in written texts.

c. Translator

Translator is one of the most important factors in translating a SL text into a TL text. This is caused by the result of translation is decided by the translator. So as a good translator, s/he must master what is written in the previous pages. If s/he can't, of course the works will not give any satisfaction to the readers. Besides, dictionary is also very important to use by the translator and whatever tools which can help her/him in transferring the SL text into the TL text.

8. Principles of Translation

Suryawinata and Hariyanto, 2003:59-61 classify the principles of translation as follows.

- a. *Terjemahan harus memakai kata-kata teks Bsu.*
- b. *Kalau dibaca, terjemahan harus terasa seperti terjemahannya.*
- c. *Terjemahan harus mencerminkan gaya bahasa teks Bsu.*
- d. *Terjemahan harus mencerminkan waktu ditulisnya teks asli (contemporary of the author).*
- e. *Terjemahan tidak boleh menambah atau mengurangi hal-hal yang ada di teks Bsu.*
- f. *Genre sastra tertentu harus dipertahankan di dalam terjemahan.*

The principles above which is faithful to SL texts. The first principle is related to literal translation. The second and the third means the translator produces the result like a real translation. The fourth, the translator translates by describing the real condition when writing the original texts, then the fifth, the translator is not

allowed to reduce or add or modify the original words, and the sixth is the translator must translate poetry into poetry, prose into prose. The principles are very suit with literal and semantics translations.

The second principles which are faithful to TL texts are as in the following.

- a. *Terjemahan harus memberikan ide teks Bsu, dan tidak perlu kata-katanya.*
- b. *Kalau dibaca, terjemahan harus terasa seperti teks asli dalam hal keluwesannya.*
- c. *Terjemahan harus memiliki gayanya sendiri.*
- d. *Terjemahan harus menggambarkan waktu saat teks Bsu itu diterjemahkan.*
- e. *Penerjemah boleh menambah atau mengurangi teks Bsu.*
- f. *Terjemahan tidak harus mempertahankan genrenya.*

Of this principle, it is seen that in translating written texts, it is more flexible.

Unimportant words can be reduced, the style can be changed and adjusted to the TL, and any kind of literature is possibly translated differently. Three kinds of translation which keep the principles are dynamic, communicative, and idiomatic translation.

Duff (1989:10-11) as cited by Choliludin (2005:41-44) confirms,

- a. The translation should reflect accurately the meaning of the original text. Nothing should be arbitrarily added or removed, though sometimes part of the meaning can be transposed.
- b. The ordering of the words and ideas in the translation should match the original as closely as possible. This is particularly important in translating legal documents, guarantees, contracts, etc. However, differences in the language structure often require changes in the form and order of words. When in doubt, underline in the original text the words on which the main stress falls.
- c. Languages often differ greatly in their levels of formality in a given context, for example in the business letter. To resolve these differences, the translator must distinguish between formal and fixed expression, and personal expression in which the writer or speaker sets the tone. It is also necessary to consider.

- d. One of the most frequent criticisms of translation is that it does not sound ‘natural’. This is because the translator’s thought and choice of words are too strongly molded by the original text. A good way to avoid the influence of the source language is to set the text aside and translate a few sentences aloud from memory. This will suggest natural patterns of thought in the first language which may not come to mind when the eye is fixed on the SL text.
- e. It will be better if the translator does not change the style of the original. But if it is needed, for example because the text is full of repetitions or mistakes in writing, the translator may change it.
- f. Idiomatic expressions including similes, metaphors, proverbs, and sayings, jargon, slang, and colloquialisms and phrasal verbs are often untranslatable.

The principles typed above can be a very useful guideline for translators to help them make some choices. The guidelines can be formulated in such a way that basically the requirements of translation works have to be making sense, conveying the message of the original texts without omission or addition, having a natural and easy form of the expression, and producing a similar response to the readers.

Related to the research, the first principle which is faithful to the SL can be a guideline for the students to do their work. If other statements are found, possible for them to choose the second principle or what is suggested by Duff.

9. Strategies of Translation

Kinds or translation methods are general technical direction which is applied based on the whole texts. Technical direction to translate phrase by phrase or sentence by sentence is translation strategy/technique. Translation strategy is a tactic of translator translating word or collection of words, or whole sentences. In literature, translation strategy is said translation procedures.

According to Suryawinata and Hariyanto, 2003:67-76, there are two strategies of translation. They are structural strategy and semantics strategy.

a. Structural Strategy

Structural strategy is concerned with grammatical. It is obligatory done to make the translation results accepted in target language. This strategy has three basics such as addition (*penambahan*), subtraction (*pengurangan*), and transposition (*transposisi*).

Addition (*penambahan*) is meant by adding words in target language because the target language claims them. It is not a choice but a must. For examples:

SL: *Saya guru*

TL: I am a teacher.

SL: *Saya tidak mengira kalau kamu bisa datang hari ini.*

TL: I do not expect that you can come today.

SL: *Dia (perempuan) tidak akan menangis meskipun ibunya marah kepadanya.*

TL: She will not cry eventhough her mother is angry with her.

Subtraction (*pengurangan*) is meant by reducing structural elements in target language. It is a must. For examples:

SL: You should go home.

TL: *Kamu mesti pulang.*

SL: Her husband is an engineer.

TL: *Suaminya insinyur.*

SL: She is wise and friendly.

TL: *Dia bijaksana dan ramah.*

Transposition (*transposisi*) is used to translate clauses or sentences. It can be as a choice or a must. It is a must if the message is not delivered (without it). It is a choice if it is done because of figurative language. Transposition tends to be applied for the second choice. Without transposition, the meaning of SL texts can be accepted by a reader of TL. Transposition is done in changing singular or plural, adjective position and the whole sentences, separating a sentence in SL into two sentences in TL or combining two sentences or more than into a sentence in TL. For examples:

Adjective position and plural into singular

SL: Musical instruments can be divided into two basic groups.

TL: *Alat musik bisa dibagi menjadi dua kelompok dasar.*

D-M = diterangkan – menerangkan

Musical instruments = *alat music*

Two basic groups = *dua kelompok dasar*

SL: I find it more difficult to translate a poem than an article.

TL: *Bagi saya menerjemahkan puisi lebih sulit daripada menerjemahkan artikel.*

SL: It is a great mistake to keep silent about the matter.

TL: *Berdiam diri tentang masalah itu merupakan kesalahan besar.*

As a noticeable thing is in TL, a sentence consists of some clauses and its meaning is still clear. While in SL, if a sentence consists of some clauses, its meaning is unclear.

b. Semantics Strategy

Semantics strategy is a translation strategy done with meaning consideration. It can be applied in words, phrases, or even clause or sentences. In this strategy, there are nine strategies can be done as follows.

Borrowing (*pungutan*) is a translation strategy which borrows SL words into TL words. It is done to appreciate the words, and the equivalent words are not found. They are two namely *transliterasi* and *naturalisasi/adaptasi*. For examples:

SL: mall

TL: *mall* → *transliterasi*, *mal* (*bunyi dan tulisan*) → *naturalisasi*

SL: sandal

TL: *sandal* → *transliterasi*, *sandal* (*bunyi*) → *naturalisasi*

SL: orangutan

TL: *orangutan* → *transliterasi*, *orangutan* (*bunyi*) → *naturalisasi*

Adaptation or naturalization can result the meaning of TL and SL different. It is usually done in words, phrases which are related to persons, places, magazines, journals, degree, institution, science terms.

Cultural equivalent (*padanan budaya*) is a translation strategy which uses special words in TL to change special words in SL. It is noticed for SL and TL cultures. It can keep its real meaning. Generally it is done for announcement texts. For examples:

SL: *Minggu depan Jaksa Agung Andi Ghalib akan berkunjung ke Swiss.*

TL: Next week the Attorney General Andi Ghalib will visit Switzerland, *bukan*

great attorney.

SL: I answered with the term I'd always wanted to employe. "Sonovabitch".

TL: *Aku menjawab dengan istilah yang sejak dulu sudah hendak kugunakan "Si Brengsek", bukan anak anjing.*

Descriptive equivalent and componential analysis consists of two that are a translation strategy which describes meaning and function from SL. It is done because the words in SL are very close with the culture in SL; and a translation strategy which separates element of words in SL. For examples:

SL: *Samurai*, not *kaum bangsawan* based on culture

Kaum Samurai: Aristokrat Jepang pada abad XI sampai XIX yang menjadi pegawai pemerintahan.

SL: *Gadis itu menari dengan luwesnya.*

TL: The girl is dancing with great fluidity and grace, bergerak dengan halus dan anggun

Synonym (*sinonim*) is a translation strategy which uses the similar words between SL and TL. For examples:

SL: What a cute baby you've got!

TL: *Alangkah lucunya bayi anda!*

SL: How pity you are!

TL: *Betapa kasihannya kamu.*

SL: What a pity!

TL: *Kasihannya!*

Official translation (*terjemahan resmi*) is a translation strategy which uses a guideline of how to translate terms of SL into TL, or vice versa. In this strategy, it is found two advantages that are it can abbreviate time and it can give a direction towards Indonesian development on the right way. For example: Read-only memory = *memori simpan tetap*.

Reduction and expansion (*penyusutan atau perluasan*) is a translation strategy which reduces SL components or expands TL components. For example:

SL: automobile → TL: *mobil*

SL: whale → TL: *ikan paus, bukan paus (pope) → pemimpin umat katolik sedunia*.

Addition (*penambahan*) is a translation strategy which adds some additional information needed by a reader. For example:

SL: The skin, which is hard and scaly, is greyish in color, thus helping to camouflage it from predators when underwater.

TL: *Kulitnya, yang keras dan bersisik, berwarna abu-abu. Dengan demikian kulit ini membantunya berkamufase, menyesuaikan diri dengan keadaan lingkungan untuk menyelamatkan diri dari predator, hewan pemangsa, jika berada di dalam air.*

Omission or deletion (*penghapusan*) is a translation strategy which deletes a word or a part of texts in SL into TL texts, unimportant information. For example:

SL: “*Sama dengan raden ayu ibunya, “ katanya lirih.*”

TL: “Just like her mother, “ she wispered.

Modulation (*modulasi*) is a translation strategy which translates phrases, clauses, or sentences, literal translation is avoided. For examples:

SL: I broke my leg.

TL: *Kakiku patah.*

SL: *Tiada banding!*

TL: There was no comparison!

SL: It doesn't seem unlikely that the company will get bankrupt in three years.

TL: *Sepertinya perusahaan itu mungkin akan bangkrut dalam tiga tahun mendatang.*

As a conclusion is both of these strategies are applied by a translator unconsciously, it flows smoothly so that it is sometimes difficult to differentiate all the strategies when they are used since they are combined all.

In line with the research, the teacher-researcher asks the students to do the exam based on the semantics strategy.

10. Criteria of a Good Translation

Nida (1969:484) in Silviana, 2012 declares the criteria of a good translation are as follows.

- a. Accurate: reproducing as exactly as possible the meaning of the source text.
- b. Clear/communicative: expressing all aspects of the meaning in a way that is readily understand able to the intended audience.

c. Natural, using natural forms of the receptor language in a way that is appropriate to the kind of text being translating.

Based on the criteria above, the teacher-researcher considers the students' work in translating WH-questions and its answers found in the novel.

11. Syllabus of Translation II Lecture of English Department of *IKIP Gunungsitoli*

It is found in the syllabus that competence standard comprehending some examples of translation and translating words, phrases, sentences which cover noun, determiner, preposition, adjective, adverb, verb, sentence, conjunction, be, modal and WH-word, passive sentence, relative pronoun, verb ing and verb ed as well as interpreting a novel in the form of exercises into Indonesian (See Appendix 1).

Based on the competence standard above, it can be said that the students of the fourth semester are hoped to translate or interpret a novel in the form of exercises into Indonesian.

12. Some Examples of Translation II Lecture

Below the teacher-researcher writes some examples of Translation II Lecture learnt by the students in the concerning semester.

a. Noun

Noun is always found in written text. It is seen some examples below.

SL: Breakage

TL: *Kerusakan*

SL: Vice-dean

TL: *Wakil dekan*

b. Determiner

The same with noun, determiner is also frequently found in written text. As examples as follows.

SL: All troubles

TL: *Semua persoalan*

SL: One-third

TL: *Satu per tiga*

SL: Other traces

TL: *Jejak lainnya*

SL: The hunger strike

TL: *Yang mogok makan*

SL: The sibling rivalry

TL: *Persaingan saudara kandung tersebut*

c. Preposition

Preposition is often found in written text. It can be seen in the following examples.

SL: The greed for money

TL: *Rakus akan uang*

SL: The centre of interest

TL: *Pusat perhatian*

d. Adjective

Similarly, adjective is also found in written text as written below.

SL: More candid

TL: *Terus terang*

SL: All round

TL: *Hebat*

SL: A tragic ending

TL: *Sebuah akhir yang tragis*

SL: The *inactive* volcanoes in Central Java except for the Semeru mountain

TL: *Gunung-gunung api di Jawa Tengah yang tidak aktif kecuali Gunung Semeru*

e. Adverb

The same with others, adverb is also found in written text. It can be seen in the following examples.

SL: The generally agreeable statements of the country's president

TL: *Pernyataan yang dapat disetujui pada umumnya dari presiden negara*

SL: The very faithful followers of the honest prophet of Islam

TL: *Para pengikut yang sangat setia terhadap Nabi Islam yang jujur*

f. Verb

Verb is also found in written text as seen in the next page.

SL: One of the applicants for the fellowship deferred his application to June 1993.

TL: *Salah satu peserta penerima beasiswa menagguhkan usulannya sampai bulan Juni 1993.*

SL: No one showed up at the farewell party last Tuesday.

TL: *Tak seorangpun datang di pesta perpisahan pada hari Selasa yang lalu.*

g. Sentence

Sentence is almost in everyday life found since written texts are spread out all over the world. The examples are seen such as below.

SL: No body saw the truth in the salesperson's words.

TL: *Tak seorangpun melihat kebenaran dalam kata-kata penjual itu.*

SL: The officers detected some illegal radio transmittor.

TL: *Para pegawai mendeteksi beberapa transmisi radio ilegal.*

h. Conjunction

Conjunction is sometimes found in written text. The following is some examples.

SL: I had no sooner got off the ship than I met two queer people.

TL: *Saya tidak segera turun dari kapal daripada saya bertemu dua orang asing.*

SL: As long as your principal sticks to her decisions, we do not want to discuss the matter with her.

TL: *Sepanjang kepala sekolahmu berpegang pada keputusannya, kami tidak ingin mendiskusikan masalah tersebut dengannya.*

i. Be

Like others, be is also found in written text. The examples are below.

SL: Many Indonesians are planning to go on pilgrimage to Mecca.

TL: *Banyak orang Indonesia berencana berziarah ke Mekah.*

SL: She was continually baffled by her teacher's explanation about the recreation of man.

TL: *Dia terus-menerus dibingungkan oleh penjelasan gurunya tentang asal-usul manusia.*

j. Modal and WH-word

Modal and WH-word are also found in written text. The examples are as follows.

SL: The president will soon step down because he is very old.

TL: *Presiden akan segera meletakkan jabatannya karena beliau sangat tua.*

SL: My brother must have been working hard to finish his dissertation.

TL: *Abang saya harus bekerja keras untuk menyelesaikan disertasinya.*

SL: What language are you speaking?

TL: *Apa yang sedang anda bicarakan?*

SL: What the hell are you doing here?

TL: *Apa yang sedang anda lakukan di sini?*

k. Passive Sentence

Passive sentence is also found in written texts. For examples:

SL: English is spoken all over the world.

TL: *Bahasa Inggris dipergunakan di seluruh dunia.*

SL: What *is meant* by 'termination'?

TL: *Apa yang dimaksud dengan "kesudahan"?*

l. Relative Pronoun

Relative pronoun is available in written texts. It is seen below.

SL: Every student is placed with a student supervisor, whose duty is to organize their studies.

TL: *Setiap siswa ditempatkan dengan pengawasnya, yang tugasnya mengurus studi mereka.*

SL: You are still the one that I dream of.

TL: *Anda masih satu-satunya yang saya impikan.*

m. Verb ing and verb ed

Verb ing and verb ed are also often found in written texts. The examples are:

SL: A sleeping baby, a running athlete, the flowing stream

TL: *Seorang bayi yang sedang tidur, seorang atlit yang sedang berlari, anak sungai yang mengalir.*

SL: The carefully moving train, the slowly changing characters.

TL: *Kereta api yang bergerak perlahan, karakter yang berubah lamban.*

SL: On meeting her at the concert, he was a bit shocked.

TL: *Pertemuannya di konser itu, dia sedikit syok.*

SL: A highly motivated lecturer

TL: *Dosen yang termotivasi tinggi*

SL: He is a well-educated young prince.

TL: *Dia seorang pangeran yang berpendidikan baik.*

n. Novel in the Form of Exercises into Indonesian

In the novel learnt by the fourth semester students, all the sub topics above are found in it. What the students learnt related to the sub topics, it gives a usage for them in translating the questions and answers found in the novel. The students can apply it directly and of course by the help of understanding semantics translation which is very close in the novel as a part of literature works. Although possible, other kinds of translation are mixed inside. The exercises found in the novel such as Where did Tom Canty live in London?, How did the Prince first meet Miles Hendon?, When the King awoke, what did he see round the fire? and the like.

B. Latest Related Researches

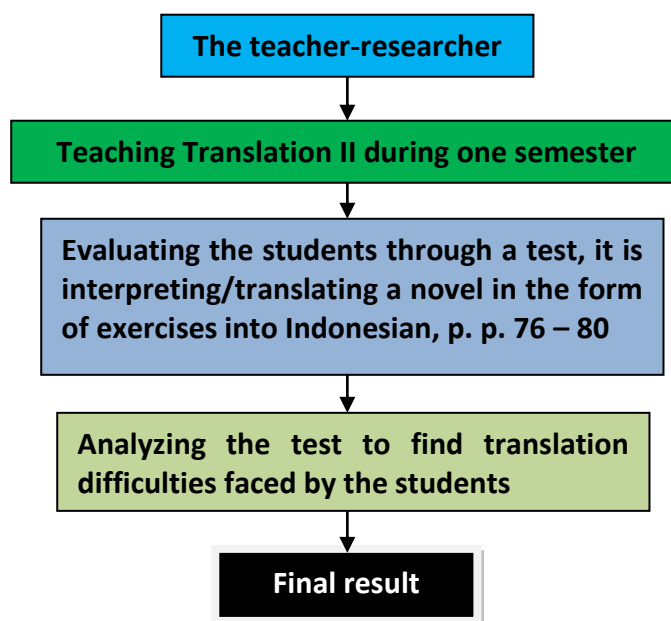
As the latest related researches are typed by the teacher-researcher as follows. First is Rini who did her research in 2007. She analyzes difficulties in translating texts for beginner translator students of English department of Petra Christian University in the lecture of Translation Package. Second is NN's research in year 2009. She did the research applying purely descriptive analysis or qualitative

content analysis and translates John Grisham's novel "Skipping Christmas" into "*Absen Natal*" and NN focuses on analyzing Direct Speech. Third is Asmarani who did her research in 2010. She analyzes difficulties faced by students of Dian Nuswantoro University in translating Comic. She did her research by interviewing the students and asking them to answer open-ended questions and conducting a discussion for focus group. Fourth is Silviana in 2012. She did her research by analyzing the students' difficulties in translating narrative text with her research method is a case study.

Above it is seen a similar thing with the latest related researches with the research which is done in 2014 that is to analyze the students' difficulties in translating SL into TL with the research method is as aforementioned in the previous page, that is purely descriptive analysis or qualitative content analysis .

C. Conceptual Framework

In the next page, it can be seen a framework of the research implementation such as:



Framework 1: Steps of Implementing the Research Entitled Analysis of Translation Difficulties for the Fourth Semester Students of English Department of *IKIP Gunungsitoli*

CHAPTER III

RESEARCH FINDINGS AND DISCUSSIONS

This chapter presents research findings and discussions. Research findings consist of preparations that cover some sub topics and collecting data – presenting data which involve some sub topics too, while discussions consist of common response of the research problem, analysis and interpretation of the research findings, research findings versus the latest related researches, research findings versus theories, research findings implication, and analysis of the research findings limitation.

A. Research Findings

1. Preparations

a. Making a Research Letter

Firstly, the teacher-researcher gets a research letter from the dean of faculty of languages and arts education to conduct a research to the fourth semester students of English department, especially Class A. Secondly, the teacher-researcher comes into contact with the students all at the once the teacher-researcher continues teaching as usual in this lecture and emphasizes that the research is done again in this semester.

b. Credibility/Validity

Both of the instruments instructed the students to do are validated internally by the co-lecturers that are Harefa, Zebua, Harefa (See Appendices 5a-5c). The instruments are a test containing the questions and answers in SL and then translated into TL, and another one is open and close questionnaires. Besides, the teacher-researcher is also confident to her observations, interpretations of obtained data, and conclusions to do the research since it is experienced during teaching the students in one semester in Translation I (See Appendix 3). Moreover, the exercises and mid test done by the students after learning theories prove many things to be investigated in their way of translating SL into TL. This is believable based on the students' work.

c. Transferability/External Validity

After the teacher-researcher validates the instruments to the co-lecturers, it is distributed to the other students, Class B and Class C to get the transferability or to conduct external validity, in case, the open and close questionnaires only. The total of the other students who do the questionnaires are 34 students and it is taken randomly without any purpose inside. Furthermore the questionnaires are analyzed by the teacher-researcher as its result as follows.

1) Open Questionnaires

Based on the obtained data, it is found Translation lecture in the students' sight is important to help them to understand SL texts into TL texts easily and to avoid misunderstanding. This is stated by 58.8% of the students, while 35.3% is

important to be good translators, 2.94% does not respond and 2.94% does not return the open questionnaires.

Concerning to the topics taught to the students, 58.8% of the students say that steps, kinds of translation, strategies of translation, process of translation, and principles of translation are very necessary. While 35.3% says that parts of speech, sentences, paragraphs, texts, novels, proverbs, slang, figure of speech and terms (linguistics, cultures, technical) are very important to teach. The rest students or 2.94% does not have any response and 2.94% does not return the open questionnaires.

Based on the students' confession, it is found that translating SL into TL is difficult for 50% of the students, easy for 23.5% of the students, depending on the difficulty levels for 20.6% of the students.

Related to the kinds of translation, the students inform that literal translation is easy, dynamic translation and communicative translation are medium, idiomatic translation is difficult, semantics translation and estetic poetic translation are more difficult, and ethnographic translation is most difficult.

For the last question, the students comprehend a SL text into TL text to avoid misinterpretation by reading the text, finding actual words, comprehending sentences (32.4%), giving attention, analyzing and mastering cultures as well as topics (41.2%), and knowing purposes of the text (2.94%) and 6 students (17.6%) answer nothing.

2) Close Questionnaires

Below is Table 3 showing the students' difficulty levels when trying out these questionnaires to the other students.

Table 3

PERCENTAGE (%) of the STUDENTS' DIFFICULTY LEVELS

No	Number of Students	Statements	%	MTD	MRD	D	M	E
1.	3	Translating SL texts into TL texts	8.82					
	1		2.94					
	7		20.6					
	18		52.9					
	4		11.8					
	1		No choice	2.94				
2.	0	Translating SL paragraph into TL	0					
	4		11.8					
	8		23.5					
	15		44.1					
	7		20.6					
3.	0	Translating SL complex sentences into TL	0					
	4		11.8					
	7		20.6					
	17		50					
	6		17.6					
4.	1	Translating SL clauses into TL	2.94					
	3		8.82					
	7		20.6					
	14		41.2					
	9		26.5					
5.	1	Translating SL phrases into TL	2.94					

Continued Table 3 ...

	3		8.82					
	1		2.94					
	18		52.9					
	10		29.4					
	1	No choice	2.94					
6.	0	Translating SL words into TL	0					
	1		2.94					
	2		5.88					
	6		17.6					
	24		70.6					
	1	No choice	2.94					
7.	10	Translating SL idioms into TL	29.4					
	8		23.5					
	15		44.1					
	1		2.94					
	0		0					
8.	6	Translating SL figure of speech into TL	17.6					
	9		26.5					
	11		32.4					
	6		17.6					
	0		0					
	2	No choice						
9.	7	Perfect translation of SL into TL	20.6					
	9		26.5					
	10		29.4					
	5		14.7					
	3		8.82					
10.	0	Adequate translation of SL into TL	0					
	2		5.88					
	15		44.1					
	11		32.4					

Continued Table 3 ...

	6		17.6					
11.	2	Composite translation of SL into TL	5.88					
	2		5.88					
	17		50					
	10		29.4					
	2		5.88					
	1	No choice						
12.	8	Translating scientific, linguistics and technical terms	23.5					
	10		29.4					
	13		38.2					
	2		5.88					
	1		2.94					
13.	1	Literal translation	2.94					
	0		0					
	3		8.82					
	12		35.3					
	18		52.9					
14.	3	Restricted literal translation	8.82					
	5		14.7					
	8		23.5					
	12		35.3					
	3		8.82					
	3	No choice	8.82					
15.	3	Dynamic translation	8.82					
	1		2.94					
	11		32.4					
	19		55.9					
	0		0					
16.	0	Semantics translation	0					
	7		20.6					
	13		38.2					

Continued Table 3 ...

	12		35.3						
	1		2.94						
	1	No choice	2.94						
17.	1	Communicative translation	2.94						
	7		20.6						
	7		20.6						
	14		41.2						
	4		11.8						
	1	No choice	2.94						
18.	1	Free translation	2.94						
	2		5.88						
	2		5.88						
	5		14.7						
	24		70.6						
19.	8	Pragmatic translation	23.5						
	6		17.6						
	9		26.5						
	8		23.5						
	1		2.94						
			2	No choice	5.88				
20.	8	Estetic-poetic translation	23.5						
	8		23.5						
	12		35.3						
	2		5.88						
	1		2.94						
			3	No choice	8.82				
21.	13	Etnographic translation	38.2						
	3		8.82						
	13		38.2						
	2		5.88						
	0		0						

Continued Table 3 ...

	3	No choice	8.82					
22.	0	Translating SL simple sentences into TL	0					
	1		2.94					
	2		5.88					
	11		32.4					
	20		58.8					
23.	15	Translating SL novel into TL	44.1					
	5		14.7					
	10		29.4					
	4		11.8					
	0		0					
24.	0	Translating SL conversation into TL	0					
	2		5.88					
	8		23.5					
	12		35.3					
	12		35.3					
25.	7	Understanding meaning of SL and constructing it into TL (writing correctly and diction)	20.6					
	6		17.6					
	13		38.2					
	3		8.82					
	1		2.94					
	4	No choice	11.8					

Based on the obtained data above, it is categorized into five categories that are 29.4% of the students state that translating SL idioms into TL idioms is most difficult, 29.4% of the students confirm that translating scientific, linguistics, and technical terms is more difficult, 50% of the students say that translating composite translation from SL into TL is difficult, 55.9% of the students decide that dynamic

translation is medium, and 70.6% of the students admit that translating SL words into TL and free translation is easy.

d. Dependability/Reliability

Since the external validity conducted to the other students with the same semester, the obtained data and findings are consulted to the students' work whom are searched in the research are similar. On the other hand, the other students and the focus group are replicated or the result is always consistent, no difference.

e. Confirmability/Neutrality/Objectivity

Certainly processing the research findings are later on consulted or compared to the research findings done by the other researchers who do other researches in the same field with the research (See Chapter II, p. 58-59 and Chapter III, p. 71-90). This is very important to do to avoid bias so that conclusions drawn objectively and truly.

f. Conducting a Final Test

After teaching the students during one semester, at the end of the semester, the teacher-researcher conducts a final test that is semester final examination. The test has been already explained to the students at the beginning of the semester. In other words, it is done at home in groups and submitted at the day of semester final examination to be analyzed by the teacher-researcher.

g. Distributing Open and Close Questionnaires

Furthermore the teacher-researcher distributes open and close questionnaires have been already validated by co-lecturers to the fourth semester students. The students answer it based on its instruction found on the paper. After they are answered, it is collected by the teacher-researcher to be processed.

2. Collecting Data – Presenting Data

The teacher-researcher collects the data and analyzes it. To analyze and classify the students' difficulties, some steps are followed by the teacher-researcher as follows.

a. Final Test

1) Collecting the Final Test

a) Scoring system

- (1) Reading on incorrect phrases/sentences or difficulties in phrases/sentences in WH-questions and its answers found in the novel of final test.
- (2) Marking on incorrect phrases/sentences or difficulties phrases/sentences translated from SL into TL.
- (3) Analyzing the wrong phrases/sentences and classifying them based on the kinds and difficult categories as described on pages 7-10.
- (4) Giving score 1 to each mistake and considered it as the student' difficulties.
- (5) Drawing the table to present the difficulties to know many students' difficulties in translating WH-questions and its answers found in the novel of final test.

b). Percentage of students' difficulties

To know the students' difficulties, the teacher-researcher scores 1 for each category of all difficulties and calculates them based on the next formula:

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

Where:

P = Percentage

F = Frequency of student's difficult

N = Sum of student's difficult

2) Reducing Data through Evaluation and Classification

Based on the steps above done by the teacher-researcher, it is found the research findings as presented in the tables below.

Table 4

RESULT of the STUDENTS' KINDS of DIFFICULTIES ESPECIALLY KINDS of TRANSLATION

No	NS	Kinds of Difficulties															Total
		1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	
1.	Endi	0	0	0	0	0	14	6	2	7	1	0	2	0	0	0	32
2.	Harr	0	0	0	0	0	14	6	2	7	1	0	2	0	0	0	32
3.	Les	0	0	0	0	0	14	6	2	7	1	0	2	0	0	0	32
4.	Mem	0	0	0	0	0	14	6	2	7	1	0	2	0	0	0	32
5.	Ther	0	0	0	0	0	14	6	2	7	1	0	2	0	0	0	32
6.	Vins	0	0	0	0	0	14	6	2	7	1	0	2	0	0	0	32
7.	Alb	0	2	0	2	0	10	0	1	4	0	0	0	0	0	0	19
8.	Data	0	2	0	2	0	10	0	1	4	0	0	0	0	0	0	19

Continued Table 4 ...

						0	10	0	1	4	0	0	0	0	0	0	19
10.	Eli	0	2	0	2	0	10	0	1	4	0	0	0	0	0	0	19
11.	Seri	0	2	0	2	0	10	0	1	4	0	0	0	0	0	0	19
12.	Trini	0	2	0	2	0	10	0	1	4	0	0	0	0	0	0	19
13.	Afed	6	2	1	1	0	3	3	0	1	0	0	0	0	0	0	17
14.	Arm	6	2	1	1	0	3	3	0	1	0	0	0	0	0	0	17
15.	Don	6	2	1	1	0	3	3	0	1	0	0	0	0	0	0	17
16.	Fran	6	2	1	1	0	3	3	0	1	0	0	0	0	0	0	17
17.	Ratn	6	2	1	1	0	3	3	0	1	0	0	0	0	0	0	17
18.	Teti	6	2	1	1	0	3	3	0	1	0	0	0	0	0	0	17
19.	Apr	1	3	0	0	0	4	8	0	0	0	0	0	0	0	0	16
20.	Berk	1	3	0	0	0	4	8	0	0	0	0	0	0	0	0	16
21.	Dom	1	3	0	0	0	4	8	0	0	0	0	0	0	0	0	16
22.	Ediy	1	3	0	0	0	4	8	0	0	0	0	0	0	0	0	16
23.	Emu	1	3	0	0	0	4	8	0	0	0	0	0	0	0	0	16
24.	Liber	1	3	0	0	0	4	8	0	0	0	0	0	0	0	0	16
25.	Agn	4	0	2	0	0	9	3	1	0	2	0	0	0	0	0	21
26.	Asna	4	0	2	0	0	9	3	1	0	2	0	0	0	0	0	21
27.	Chry	4	0	2	0	0	9	3	1	0	2	0	0	0	0	0	21
28.	Okta	4	0	2	0	0	9	3	1	0	2	0	0	0	0	0	21
29.	Astr	8	2	0	0	0	0	7	0	0	0	0	0	1	0	0	18
30.	Dav	8	2	0	0	0	0	7	0	0	0	0	0	1	0	0	18
31.	Edit	8	2	0	0	0	0	7	0	0	0	0	0	1	0	0	18
32.	Font	8	2	0	0	0	0	7	0	0	0	0	0	1	0	0	18
33.	Held	8	2	0	0	0	0	7	0	0	0	0	0	1	0	0	18
34.	ADG	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Total		98	52	14	18	0	22	14	22	72	14	0	12	5	0	0	678
%		14.45	7.67	2.06	2.65	0	32.7	21.97	3.24	10.61	2.06	0	1.77	0.74	0	0	100

Continued Table 5...

27.	Chry	5	0	0	0	0	0	0	0	0	0	0	0	0	0	0	5
28.	Okta	5	0	0	0	0	0	0	0	0	0	0	0	0	0	0	5
29.	Astr	7	0	0	0	0	0	0	0	0	0	0	0	0	0	0	7
30.	Dav	7	0	0	0	0	0	0	0	0	0	0	0	0	0	0	7
31.	Edit	7	0	0	0	0	0	0	0	0	0	0	0	0	0	0	7
32.	Font	7	0	0	0	0	0	0	0	0	0	0	0	0	0	0	7
33.	Held	7	0	0	0	0	0	0	0	0	0	0	0	0	0	0	7
34.	ADG	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Total		10 9	0	0	6	0	24	0	0	0	6	0	0	0	0	0	145
%		75. 17	0	0	4.1 4	0	16. 55	0	0	0	4.1 4	0	0	0	0	0	100

Table 6

**RESULT of the STUDENTS' KINDS of DIFFICULTIES
ESPECIALLY USING**

No	NS	Kinds of Difficulties															Total
		1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	
1.	Endi	0	0	0	7	0	0	6	0	0	0	0	0	3	0	0	16
2.	Harr	0	0	0	7	0	0	6	0	0	0	0	0	3	0	0	16
3.	Les	0	0	0	7	0	0	6	0	0	0	0	0	3	0	0	16
4.	Mem	0	0	0	7	0	0	6	0	0	0	0	0	3	0	0	16
5.	Ther	0	0	0	7	0	0	6	0	0	0	0	0	3	0	0	16
6.	Vins	0	0	0	7	0	0	6	0	0	0	0	0	3	0	0	16
7.	Alb	1	1	0	1	2	0	0	0	2	0	0	0	0	0	0	7
8.	Data	1	1	0	1	2	0	0	0	2	0	0	0	0	0	0	7
9.	Edi	1	1	0	1	2	0	0	0	2	0	0	0	0	0	0	7
10.	Eli	1	1	0	1	2	0	0	0	2	0	0	0	0	0	0	7
11.	Seri	1	1	0	1	2	0	0	0	2	0	0	0	0	0	0	7
12.	Trini	1	1	0	1	2	0	0	0	2	0	0	0	0	0	0	7

Continued Table 6 ...

				1	0	0	5	0	1	0	0	0	0	0	0	14	
14.	Arm	7	0	0	1	0	0	5	0	1	0	0	0	0	0	14	
15.	Don	7	0	0	1	0	0	5	0	1	0	0	0	0	0	14	
16.	Fran	7	0	0	1	0	0	5	0	1	0	0	0	0	0	14	
17.	Ratn	7	0	0	1	0	0	5	0	1	0	0	0	0	0	14	
18.	Teti	7	0	0	1	0	0	5	0	1	0	0	0	0	0	14	
19.	Apr	7	0	0	0	0	0	3	0	0	0	0	0	0	0	10	
20.	Berk	7	0	0	0	0	0	3	0	0	0	0	0	0	0	10	
21.	Dom	7	0	0	0	0	0	3	0	0	0	0	0	0	0	10	
22.	Ediy	7	0	0	0	0	0	3	0	0	0	0	0	0	0	10	
23.	Emu	7	0	0	0	0	0	3	0	0	0	0	0	0	0	10	
24.	Liber	7	0	0	0	0	0	3	0	0	0	0	0	0	0	10	
25.	Agn	3	0	0	0	0	3	5	1	0	0	0	0	0	0	9	
26.	Asna	3	0	0	0	0	3	5	1	0	0	0	0	0	0	9	
27.	Chry	3	0	0	0	0	3	5	1	0	0	0	0	0	0	9	
28.	Okta	3	0	0	0	0	3	5	1	0	0	0	0	0	0	9	
29.	Astr	6	2	0	0	0	0	0	0	0	0	0	0	0	0	8	
30.	Dav	6	2	0	0	0	0	0	0	0	0	0	0	0	0	8	
31.	Edit	6	2	0	0	0	0	0	0	0	0	0	0	0	0	8	
32.	Font	6	2	0	0	0	0	0	0	0	0	0	0	0	0	8	
33.	Held	6	2	0	0	0	0	0	0	0	0	0	0	0	0	8	
34.	ADG	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	
Total		13 2	16	0	54	12	12	10 4	4	18	0	0	0	18	0	0	358
%		36. 87	4.4 7	0	15. 08	3.3 5	3.3 5	29. 05	1.1 2	5.0 3	0	0	0	5.0 3	0	0	100

Continued Table 7 ...

27.	Chry	0	0	0	1	0	0	0	0	0	0	0	0	0	0	0	1
28.	Okta	0	0	0	1	0	0	0	0	0	0	0	0	0	0	0	1
29.	Astr	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
30.	Dav	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
31.	Edit	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
32.	Font	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
33.	Held	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
34.	ADG	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Total		0	0	0	10	0	6	0	6	0	0	0	0	0	0	0	22
%		0	0	0	45.	0	27.	0	27.	0	0	0	0	0	0	0	100
					5		3		3								

Table 8

**RESULT of the STUDENTS' KINDS of DIFFICULTIES
ESPECIALLY MEANING**

No	NS	Kinds of Difficulties															Total
		1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	
1.	Endi	0	0	0	0	0	0	4	0	0	0	3	0	0	0	0	7
2.	Harr	0	0	0	0	0	0	4	0	0	0	3	0	0	0	0	7
3.	Les	0	0	0	0	0	0	4	0	0	0	3	0	0	0	0	7
4.	Mem	0	0	0	0	0	0	4	0	0	0	3	0	0	0	0	7
5.	Ther	0	0	0	0	0	0	4	0	0	0	3	0	0	0	0	7
6.	Vins	0	0	0	0	0	0	4	0	0	0	3	0	0	0	0	7
7.	Alb	0	0	0	0	0	0	1	0	0	0	0	0	0	0	0	1
8.	Data	0	0	0	0	0	0	1	0	0	0	0	0	0	0	0	1
9.	Edi	0	0	0	0	0	0	1	0	0	0	0	0	0	0	0	1
10.	Eli	0	0	0	0	0	0	1	0	0	0	0	0	0	0	0	1
11.	Seri	0	0	0	0	0	0	1	0	0	0	0	0	0	0	0	1
12.	Trini	0	0	0	0	0	0	1	0	0	0	0	0	0	0	0	1
13.	Afed	0	0	0	0	0	0	2	0	0	0	1	0	0	0	0	3

Continued Table 9 ...

					0	0	0	1	0	0	0	0	0	0	0	0	3
33.	Held	2	0	0	0	0	0	1	0	0	0	0	0	0	0	0	3
34.	ADG	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Total		22	0	0	0	0	0	59	0	0	0	0	0	0	0	0	81
%		27. 16	0	0	0	0	0	72. 84	0	0	0	0	0	0	0	0	100

3) Explaining Data

Based on the obtained data above, it is found that for translating (kinds of translation, diction, using, writing, meaning, answers) the students tend to do errors in 6 aspects which is 678 in the kinds of translation, 145 in diction, 358 in using, 22 in writing, 94 in meaning, and 81 in answers. In their words, the students in translating a SL text into a TL text (in this case a novel), they tend to apply literal translation and free translation, semantically the students translate literal/explicit meaning in deciding what dictions are used, it is ungrammatically when constructing sentences or maintaining Indonesian style/version without considering principles of SL, in writing it is misspelling enough, in finding out the meaning it is on basis of TL principles and the last the answers are inaccuracy/less accuracy.

It can be concluded that there are 1378 difficulties faced by the students in 6 aspects in 15 cases above.

4) Presenting Data

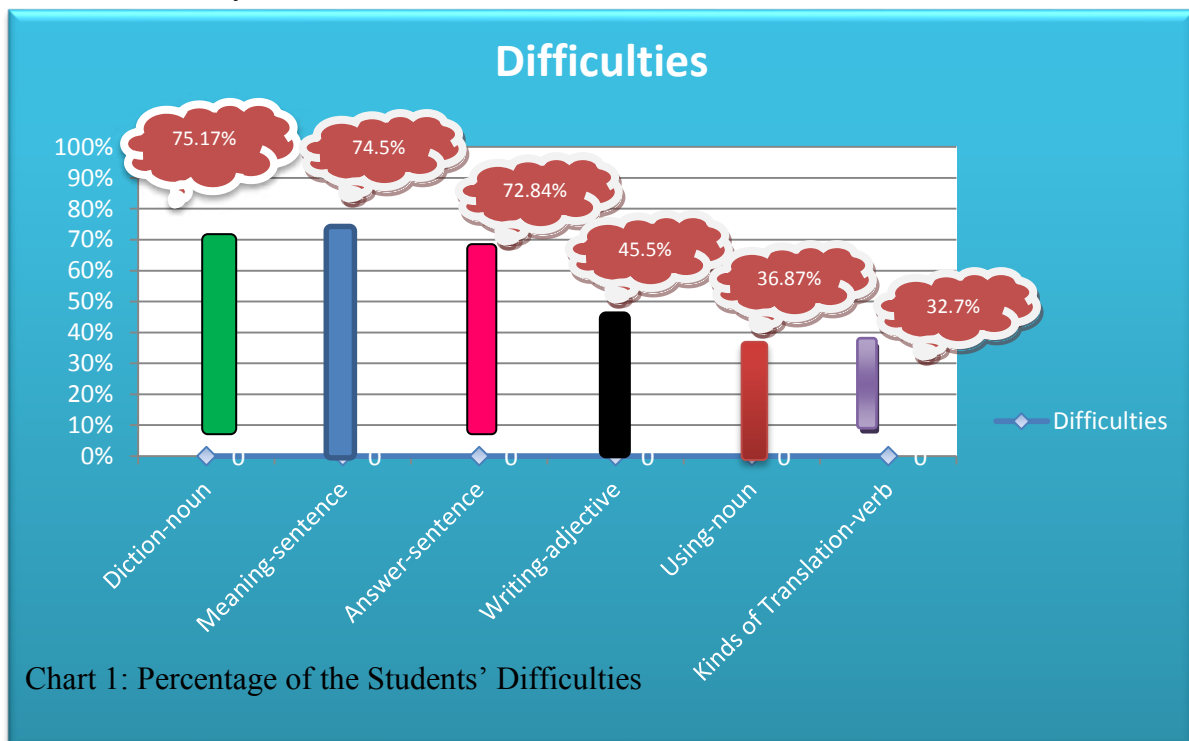
The teacher-researcher presents the obtained data based on the difficulties categories as in the next page in Table 10.

Table 10

OBTAINED DATA PERCENTAGE

No	Difficulties categories	Total of the students who find aspects out as their difficulties														
		1	2	3	4	5	6	7	8	9	10	11	12	13	14	15
1.	Kinds of translation	98	52	14	18	0	22	14	22	72	14	0	12	5	0	0
2.	Diction	10	0	0	6	0	24	0	0	0	6	0	0	0	0	0
3.	Using	13	16	0	54	12	12	10	4	18	0	0	0	18	0	0
4.	Writing	0	0	0	10	0	6	0	6	0	0	0	0	0	0	0
5.	Meaning	0	0	0	0	0	0	70	0	0	0	24	0	0	0	0
6.	Answers	22	0	0	0	0	0	59	0	0	0	0	0	0	0	0
No	Difficulties categories	Percentage (%)														
1.	Kinds of translation	14.45	7.67	2.06	2.65	0	32.7	21.97	3.24	10.61	2.06	0	1.77	0.74	0	0
2.	Diction	75.17	0	0	4.14	0	16.55	0	0	0	4.14	0	0	0	0	0
3.	Using	36.87	4.47	0	15.08	3.35	3.35	29.05	1.12	5.03	0	0	0	5.03	0	0
4.	Writing	0	0	0	45.5	0	27.3	0	27.3	0	0	0	0	0	0	0
5.	Meaning	0	0	0	0	0	0	74.5	0	0	0	25.5	0	0	0	0
6.	Answers	27.16	0	0	0	0	0	72.84	0	0	0	0	0	0	0	0

Clearly a chart is described below.



1) Collecting Open and Close Questionnaires

The teacher-researcher collects the open and close questionnaires from the students, then analyzes them. Since it consists of two, the teacher-researcher classifies them into two, one for open and one for close. As its result, it is seen in the next page.

a) Open Questionnaires Analysis

Based on the obtained data, it is found that Translation lecture is important in their sight to easily comprehend SL into TL (91.2%), while 5.88% does not understand the question and 2.94% does not return the open questionnaires.

To the second question, the students suggest some topics to be taught in the lecture are 58.8% of the students about kinds of translation, figure of speech, and novel; 17.6% of the students about wh-questions and words only; 14.7% of the students about all things related to daily life, 8.82% of the students about all translation methods, 2.94% of the students about requirements in translation and 2.94% of the students does not understand the question.

To the third question, it is found that 79.4% of the students says that translating SL into TL is difficult, 11.8% states it depends on the difficulty levels, 2.94% informs it is easy, and 2.94% says it is medium.

Among kinds of translation, it is found that 58.8% states literal translation is easy, 29.4 says communicative translation is medium, 20.6% admits pragmatics translation is difficult, 11.8% declares idiomatic translation and ethnographic

translation are more difficult, and 14.7% confirms scientific, linguistics, technical terms and estetic poetic translation are most difficult.

Furthermore the way to comprehend SL texts into TL texts as follows, 26.5% of the students says that by mastering kinds of translation, 23.5% of the students states that by classifying the meaning of words and finding idioms meaning, 11.8% of the students declares that by reading all texts, finding flexible words, asking friends' point of view, 11.8% of the students confirms that by comprehending texts, finding difficult words, trying translating it, finding main ideas, finding purposes of texts, and retranslating, 11.8% of the students informs that by using tools of translation and applying principles of translation, 8.82% of the students states that by mastering vocabulary, and 2.94% does not understand the question, and 2.94% does not return the open questionnaires.

b) Close questionnaires Analysis

In the following table, it is shown the result of the students' difficulty levels.

Table 11

PERCENTAGE (%) of the STUDENTS' DIFFICULTY LEVELS

No	Number of Students	Statements	%	MTD	MRD	D	M	E
1.	0	Translating SL texts into TL texts	0					
	0		0					
	5		14.7					
	27		79.4					
	1		2.94					

Continued Table 11 ...

	1	S/he does not return the close questionnaires	2.94					
2.	1	Translating SL paragraph into TL	2.94					
	3		8.82					
	7		20.6					
	11		32.4					
	11		32.4					
	1		S/he does not return the close questionnaires	2.94				
3.	2	Translating SL complex sentences into TL	5.88					
	1		2.94					
	8		23.5					
	18		52.9					
	4		11.8					
	1		S/he does not return the close questionnaires	2.94				
4.	1	Translating SL clauses into TL	2.94					
	4		11.8					
	12		35.3					
	8		23.5					
	8		23.5					
	1		S/he does not return the close questionnaires	2.94				
5.	1	Translating SL phrases into TL	2.94					
	4		11.8					
	14		41.2					
	6		17.6					
	8		23.5					
	1		S/he does not return the close questionnaires	2.94				
6.	0	Translating SL words into TL	0					
	0		0					
	2		5.88					
	6		17.6					
	25		73.5					
	1		S/he does not return the close questionnaires	2.94				

Continued Table 11 ...

7.	3	Translating SL idioms into TL	8.82					
	11		32.4					
	16		47.1					
	2		5.88					
	1		2.94					
	1		S/he does not return the close questionnaires	2.94				
8.	1	Translating SL figure of speech into TL	2.94					
	9		26.5					
	15		44.1					
	7		20.6					
	0		0					
	1		No choice	2.94				
1	S/he does not return the close questionnaires	2.94						
9.	2	Perfect translation of SL into TL	5.88					
	8		23.5					
	9		26.5					
	5		14.7					
	9		26.5					
	1		S/he does not return the close questionnaires	2.94				
10.	2	Adequate translation of SL into TL	5.88					
	2		5.88					
	15		44.1					
	13		38.2					
	1		2.94					
	1		S/he does not return the close questionnaires	2.94				
11.	2	Composite translation of SL into TL	5.88					
	4		11.8					
	12		35.3					
	12		35.3					
	1		2.94					
	2		No choice	5.88				

Continued Table 11 ...

	1	S/he does not return the close questionnaires	2.94					
12.	19	Translating scientific, linguistics and technical terms	55.9					
	6		17.6					
	4		11.8					
	2		11.8					
	0		0					
	2		No choice	5.88				
	1	S/he does not return the close questionnaires	2.94					
13.	0	Literal translation	0					
	0		0					
	4		11.8					
	9		26.5					
	20		58.8					
	1		S/he does not return the close questionnaires	2.94				
14.	0	Restricted literal translation	0					
	0		0					
	9		26.5					
	17		50					
	6		17.6					
	1		No choice	2.94				
	1	S/he does not return the close questionnaires	2.94					
15.	0	Dynamic translation	0					
	2		5.88					
	6		17.6					
	17		50					
	6		17.6					
	2		No choice	5.88				
	1	S/he does not return the close questionnaires	2.94					
16.	2	Semantics translation	5.88					
	1		2.94					
	5		14.7					

Continued Table 11 ...

	17		50						
	6		17.6						
	2	No choice	5.88						
	1	S/he does not return the close questionnaires	2.94						
17.	0	Communicative translation	0						
	1		2.94						
	5		14.7						
	21		61.8						
	6		17.6						
	1	S/he does not return the close questionnaires	2.94						
18.	0	Free translation	0						
	0		0						
	1		2.94						
	4		11.8						
	28		82.4						
	1	S/he does not return the close questionnaires	2.94						
19.	1	Pragmatic translation	2.94						
	7		20.6						
	15		44.1						
	8		23.5						
	1		2.94						
	1	No choice	2.94						
	1	S/he does not return the close questionnaires	2.94						
20.	10	Estetic-poetic translation	29.4						
	9		26.5						
	11		32.4						
	2		5.88						
	0		0						
	1	No choice	2.94						
	1	S/he does not return the close questionnaires	2.94						
21.	4	Etnographic translation	11.8						

Continued Table 11 ...

	16		47.1					
	9		26.5					
	2		5.88					
	0		0					
	1		No choice	2.94				
	1	S/he does not return the close questionnaires	2.94					
22.	0	Translating SL simple sentences into TL	0					
	0		0					
	2		5.88					
	9		26.5					
	22		64.7					
	1	S/he does not return the close questionnaires	2.94					
23.	0	Translating SL novel into TL	0					
	4		11.8					
	13		38.2					
	15		44.1					
	1		2.94					
	1	S/he does not return the close questionnaires	2.94					
24.	0	Translating SL conversation into TL	0					
	0		0					
	4		11.8					
	21		61.8					
	8		23.5					
	1	S/he does not return the close questionnaires	2.94					
25.	3	Understanding meaning of SL and constructing it into TL (writing correctly and diction)	8.82					
	12		35.3					
	8		23.5					
	7		20.6					
	0		0					
	3	No choice	8.82					
	1	S/he does not return the close questionnaires	2.94					

Based on the obtained data above, it is categorized into five categories that are 55.9% of the students state that translating translating scientific, linguistics, and technical terms is most difficult, 47.1% of the students confirm that ethnographic translation is more difficult, 47.1% of the students say that translating SL idioms into TL is difficult, 61.8% of the students decide that communicative translation and translating SL conversation into TL is medium, and 82.4% of the students admit that free translation is easy.

c) Presenting Data Analysis

Briefly, the teacher-researcher presents the obtained data below.

Table 12

OBTAINED DATA PERCENTAGE of the STUDENTS' DIFFICULTIES
BASED ON THREE LEVELS:
DIFFICULT, more DIFFICULT, most DIFFICULT

No	Questionnaires Type	Number of items	Percentage (%)		
			D	MRD	MTD
1.	Open questionnaires	4	20.6	11.8	14.7
2.	Close questionnaires	1	14.7	0	0
		2	20.6	8.82	2.94
		3	23.5	2.94	5.88
		4	35.3	11.8	2.94
		5	41.2	11.8	2.94

Continued Table 12 ...

		6	5.88	0	0
		7	47.1	32.4	8.82
		8	44.1	26.5	2.94
		9	26.5	23.5	5.88
		10	44.1	5.88	5.88
		11	35.3	11.8	5.88
		12	11.8	17.6	55.9
		13	11.8	0	0
		14	26.5	0	0
		15	17.6	5.88	0
		16	14.7	2.94	5.88
		17	14.7	2.94	0
		18	2.94	0	0
		19	44.1	20.6	2.94
		20	32.4	26.5	29.4
		21	26.5	47.1	11.8
		22	5.88	0	0
		23	38.2	11.8	0
		24	11.8	0	0
		25	23.5	35.3	8.82

The teacher-researcher reduces and only classifies the three levels since the research focuses on the students' difficulties.

B. Discussions

1. Common Response of the Research Problem

On the basis of the research findings above, the research question written in Chapter I is answered that is the students' difficulties are found around noun,

adjective, verb and sentence. These data are obtained after it is classified into 6 aspects that are kinds of translation, diction, using, writing, meaning, and answer with 5 categories that are easy, medium, difficult, more difficult and most difficult.

2. Analysis and Interpretation of the Research Findings

Of the research findings, it can be said that the use of eight parts of speech in SL texts gives an effect in translating it into TL. Although the students have learnt all eight parts of speech, there is no any guarantee to easily translate SL texts into TL texts. Especially for a novel which consistently needs to focus on semantic translation, the students try translating it semantically but a tendency to apply literal and free translation affects them. This is in line what is answered by them through open questionnaires. On the other hand, basically the students have a little understanding to the content itself, but the difficulties are faced when re-constructing into their own language (TL). Moreover both of the principles of two languages are totally different and the less of understanding to use them influence the students to create a good translation result. In close questionnaires, it is clearly seen also that the students' difficulties are found in any kinds of translation although some of the students admit some are easy and medium, while in fact, in written test, what is said easy and medium is thus errors. The errors are supposed the students' difficulties in translating SL texts into TL texts.

3. Research Findings versus the Latest Related Researches

Comparing the research findings to the latest related researches, it is found that all the researchers written in Chapter II do researches in different years, different universities, different subjects and different objects. For examples, Rini focuses on difficulties in translating texts for beginner translator students and as a result is the students still have difficulties in understanding the text and in restructuring it into good Indonesian. They still need to do a lot of exercises in transferring the meaning of the words, group of words or sentences; NN gives an attention to analyzing direct speech in a novel entitled *Skipping Christmas* and as a result is the translator seems to give additional information to the readers, the translator alters the meaning of the direct sentence, the translator changes the direct speech in the form of declarative sentence (statement) into an imperative sentence. Considering the content of the message in the source text, the meaning of the message conveyed in the target language does not deviate from the source meaning. But still, the translator actually can translate more accurately if s/he chooses more appropriate diction. In the novel and its translation, direct speech is mostly translated in the same form or arrangement, but the researcher finds several changes occur. Undoubtedly, this adjustment can be said as one of the translator's strategies to make a good translation. Dealing with these difficulties, to make a good translation, a translator sometimes has to make several adaptations or adjustments; Asmarani investigates difficulties in translating a comic for the students of Dian Nuswantoro University and as a result of the data after interviewing, discussing and collecting open-ended questions reveals that most of students faced the difficulties in translating comic, such as (intra) linguistic and extra

linguistic problems. For (intra) linguistic, phrases, idiom and slang words are the problems that students got. One of the interesting result is the students are challenged to translate comic which is adjusted to Indonesian culture. They do not only learn how to translate comic well but also how to operate the computer in scanning and editing pictures; and the last is Silviana analyzes the students' difficulties in translating a narrative text through a case study at the eleventh grade of SMK Hass Ashabulyamin Cianjur and as a result is 210 difficulties of the students' difficulties in translating the narrative texts. The difficulties are categorized into using verbs 21, 9%, using adverbs 20%, and using nouns 20%.

All above is totally different with the teacher-researcher's research findings which is described on p.71-90.

4. Research Findings relevant Theories

Although there are some theories written in Chapter II, it is interesting for the teacher-researcher to focus on the principles which these are closely related to the way of the students when translating the novel through wh-questions and its answers. Some of them are in line with the SL principles and some of them are regarding to the TL principles. And what is stated by both of the principles are relevant with the students' work in their final test (See Appendices 6a-6b and 7).

5. Research Findings Implication

After the research is conducted, some implication is obtained that is for the teacher-researcher to develop her knowledge to translation lecture aspect that small

things can affect big things in translation, and for the students to re-learn and to drill themselves in translating SL into TL.

6. Research Findings Limitation

What is written in the research as the research findings is limited by some weakness as follows.

- a. The research method done by the teacher-researcher is just twice she has ever conducted, and searching translation is the first opportunity. Perhaps some things which are not understood yet by the teacher-researcher are not involved inside.
- b. The co-lecturers who validate the research instruments lack of experinces in translation lecture although they teach the lecture since they are not translators in daily life.
- c. Possible the final test done by the students in group does not guarantee each group has the same difficulties in the same case.
- d. Possible some students are not really serious to do the open and close questionnaires since 2.94% does not have any choice, 2.94% does not return their paper, even some of them get misunderstanding to answer among 5 questions.
- e. Possible the teacher-researcher does some errors (less accuracy) when analyzing the obtained data since it is only a description as a result of interpretation. Moreover not all the requirement of a good translator mastered by the teacher-researcher.

CHAPTER IV

CONCLUSIONS AND SUGGESTIONS

This chapter confirms conclusions and suggestions as the last report in conducting the research.

A. Conclusions

After analyzing the obtained data about the students' difficulties faced by the fourth semester students of English department of *IKIP Gunungsitoli*, as a conclusion is the teacher-researcher finds 1378 difficulties. The elaboration is the students tend to do errors in 6 aspects which is 678 in the kinds of translation which mostly 32.7% in verb, 145 in diction which mostly 75.17% in noun, 358 in using which mostly 36.87% in noun, 22 in writing which mostly 45.5% in adjective, 94 in meaning which mostly 74.5% in sentence, and 81 in answers which mostly 72.84% in sentence. In other words, the students in translating a SL text into a TL text (in this case a novel), they tend to apply literal translation and free translation; semantically the students translate literal/explicit meaning in deciding what dictions are used; it is ungrammatically when constructing sentences or maintaining Indonesian style/version without considering principles of SL; in writing, it is misspelling enough, in finding out the meaning, it is on basis of TL principles and the last is the answers are inaccuracy/less accuracy.

This is supported by three levels of difficulty (difficult, more difficult, most difficult) to 1 question of 5 items for open questionnaires and 25 questions of close questionnaires that are 20.6%, 11.8%, 14.7%; and 74.1%, 47.1%, 55.9%.

B. Suggestions

As a closing report of the research, the teacher-researcher would like to contribute some suggestions to lecturers who teach translation to comprehend and analyze deeply the students' difficulties in translating SL into TL, to the students who learn translation lectures to re-learn far better what is learnt in the classroom and directly applying in doing exercises, and to founder of *YAPERTI Nias* to support any lecturers to continue studying and choosing Translation major so that being a good translator is idealized by the students.

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A RESEARCH

BY

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