STUDENTS' ABILITY IN TRANSLATING GRAMMATICAL EQUIVALENCE FROM INDONESIAN INTO ENGLISH BY THE SIXTH SEMESTER STUDENTS OF ENGLISH EDUCATION DEPARTMENT AT IAIN BUKITTINGGI IN ACADEMIC YEAR 2015/2016"

A Thesis

Submitted as a Partial Fulfillment of the Requirement

To Obtain Strata one (S.1) Degree



By

ADE PRIMA RORA
2312.012

ENGLISH EDUCATION DEPARTMENT
STATE INSTITUTE OF ISLAMIC STUDIES (IAIN)
BUKITTINGGI
2015/2016

HALAMAN PERSEMBAHAN



Terimakasih pertama sangat jelas teruntuk Allah SWT yang MAHA KEREEEEN!!!! Sampai kapanpun aku selalu percaya bahwa Dia tak akan pernah mencederai janji-Nya. Ketika kita meyakini bahwa sebuah doa yang kita baca itu akan terwujud, lalu kita membacanya dengan sepenuh hati dan keyakinan serta penghayatan, Dia mendengar dan mengabulkan. Prayer is my WEAPON ☺. . . .

Alhamdulillahirabbil'alamin….Alhamdulillahirabbil'alamin….
Alhamdulillahirabbil'alamin…. ☺
Akhirnya aku sampai ke titik ini, Sepercik keberhasilan yang Engkau hadiahkan padaku Ya Rabb
Tak henti-hentinya ku mengucap syukur pada-Mu Ya Rabb
Semoga sebuah karya kecil ini menjadi kebanggaan bagi keluargaku tercinta ☺

This project would not have been possible without the support of many people. I dedicate this work to my parents; my beloved Mom, ***MASTADEVI*** *and my lovely Dad,* ***DERISMAN***

My sista ***Agri ovarista*** *and My brother* ***Bayu Ferdinand*** *who always love and support me in my life, thanks for the great familiarity...*
For the best advisors that I ever had, Ms. Eliza and Ms. Veni, thank you so much for knowledge and guidance that you have shared to me, without you maybe I never understand how to make a good thesis like this. Really happy to have you as my advisors.

For my examiners, Mr. Irwandi and Ms. Reflinda, thank you so much for commentaries and corrections of my thesis, you complete everything become perfect.

Next, thank you so much for all lecturers who have shared knowledge and experience for four years in college. It is impossible for me to mention you one by one but I never ever forget how you guide me till this moment.

Special thanks to my beloved ***Rahman,*** *sulit mendeskripsikan bagaimana dia ikut andil dalam membantu skripsi ini, tempat berkeluh-kesah masalah skripsi, uring-uringan, tertawa, menangis, marah, cemberut sampe kadang kita figthing pula ehehehehe... Thanks udah rela2in waktunya buat bantuin dan nemenin kemana2 demi skripsweet ini, semangat, support serta motivasinya. Semuanya sudah kita lalui bersama hingga sampai sejauh ini. walaupun tidak jarang kita berselisih tetapi kamu adalah penyemangat terbaik yang pernah ada Terima kasih sudah dengan tulus dan cinta menemani sampai titik ini. cepat nyusul yaa* ☺

Buat my best friend in boarding house kak ***Mia kurnia*** *dan kak* ***Fitria Agustin*** *makasi uda nemenin kemana2 utk urusan kuliah dan skripsweet ini, mksi selalu membuka pintu di kosan, mksi udah numpangin tdur juga slama 1 tahun, mksi buat canda tawanya, keluh kesah, serta udah dengerin curhatnya dan marah2 aku juga, mksi kebersamaan kita slama 4 tahun di kosan (u are my lovely best friend)* ☺

A great salutation for my best friends ***Desi, Susi, Anton, Mia*** *and all of* ***PBI 2012*** *members (sorry for not mentioning all your name... that's too many names to be written..., thanks for the memorable moments*

during four years.. eventhough we often have different opinions in handling our class, the friendship and togetherness can solve it well.

Selanjutnya, ini bukan manusia, tapi di dalamnya ada manusianya :

- *My laptop, makasih sudah bekerja terlalu keras dalam pengerjaan mata kuliah enam sks ini, apalagi pas deadline, many thanks....*
- *My Tablet and my phone yang juga berkontribusi dalam pengerjaan skripsweet ini, I love youuuu barang-barangkuuu...*

Kalau orang bilang masa SMA adalah masa terindah, segalanya berubah dikala aku merasakan kuliah. Terserah mau sepakat atau tidak, tapi 4 tahun ini JAUH LEBIH INDAH. Bye bye masa kuliahkuuu `

"Bersenang-senanglah karena hari ini yang kan kita rindukan
Di hari nanti..sebuah kisah klasik untuk masa depan
Bersenang-senanglah karena waktu ini yang kan kita banggakan
Di hari tuaaaa.... ☺

Akhir kata, semoga skripsi ini membawa berkah dan manfaat. Jika hidup bisa kuceritakan di atas kertas, entah berapa banyak yang dibutuhkan hanya untuk kuucapkan terima kasih... :) Smoga kita selalu menjadi sebuah kisah klasik untuk masa depaaaan

Sincerely

Rora ☺

PENGESAHAN TIM PENGUJI

Skripsi yang berjudul **Students' Ability In Translating Grammatical Equivalence From Indonesian Into English by The Sixth Semester Students of English Education Department At Iain Bukittinggi In Academic Year 2015/2016"** yang disusun oleh **Ade Prima Rora, Nim. 2312.012,** telah diuji dalam sidang Munaqasah Jurusan Pendidikan Bahasa Inggris, hari Senin, 15 Agustus 2016 dan dinyatakan telah dapat diterima sebagai salah satu syarat dalam mencapai gelar Sarjana Program Strata Satu (S-1) pada Fakultas Tarbiyah dan Ilmu Keguruan (FTIK) di Jurusan Pendidikan Bahasa Inggris.

Bukittinggi, 15 Agustus 2016

Tim Penguji

Ketua

Reflinda, S.S., M.Pd
NIP. 19690729 199903 2 002

Sekretaris

Hilma Pami Putri,. M.Pd
NIP. 198605112015003 2003

Anggota

Irwandi, S.S., M.Pd
NIP. 19791226 201101 1 008

Reflinda, S.S., M.Pd
NIP. 19690729 199903 2 002

Eliza, S. S., M.Pd
NIP. 19731129 200312 2 003

Veni Roza,S.S., M.Pd
NIP. 19840105 200912 2 003

Mengetahui
Dekan Fakultas Tarbiyah dan Ilmu Keguruan
Institut Agama Islam Negeri (IAIN) Bukittinggi

Dr. H. Nurdu Burhanuddin., LC.M.Ag
NIP.197305102000121002

LETTER OF ADVISORS LEGITIMACY

A thesis entitled "**Students' Ability in Translating Grammatical Equivalence from Indonesian into English by the Sixth Semester Students of English Education Department at IAIN Bukittinggi in Academic Year 2015/2016**" written by **Ade Prima Rora, 2312.012,** has fulfilled the requirements to be tested and has been considered and approved to be presented and retained in Thesis examination.

Bukittinggi, August 2016

Major Advisor	Co Advisor
Eliza, S. S, M. Pd	**Veni Roza, S. S, M. Pd**
NIP. 19731129 200312 2003	**NIP. 1984 0105 200912 2003**

SURAT PERNYATAAN

Dengan ini saya menyatakan menyatakan bahwa:

1. Skripsi dengan judul "**Students' Ability in Translating Grammatical Equivalence from Indonesian Into English by The Sixth Semester Students of English Education Department at Iain Bukittinggi in Academic Year 2015/2016**" adalah asli murni gagasan, penilaian dan rumusan saya sendiri, tanpa bantuan tidak sah dari pihak lain, kecuali arahan Tim Pembimbing/ Tim Penguji dan belum pernah diajukan untuk mendapatkan gelar akademik baik di IAIN Bukittinggi maupun di Perguruan Tinggi lainnya.
2. Di dalam karya tulis ini tidak terdapat hasil karya atau pendapat yang telah ditulis atau dipublikasikan orang lain, kecuali dikutip secara tertulis dengan jelas dan dicantumkan sebagai acuan di dalam naskah saya dengan disebutkan nama pengarang dan dicantumkan pada daftar pustaka.
3. Pernyataan ini saya buat dengan sesungguhnya, dan apabila dikemudian hari terdapat penyimpangan dan ketidakbenaran pernyataan ini, saya bersedia menerima sanksi akademik berupa pencabutan gelar yang telah saya peroleh karena karya tulis ini, serta sanksi lainnya sesuai dengan norma dan ketentuan hukum yang berlaku.

Bukittinggi, 25 Agustus 2016

Yang membuat pernyataan,

Ade Prima Rora
NIM: 2310059

ABSTRACT

Ade Prima Rora, 2312.012, Students' Ability in Translating Grammatical Equivalence from Indonesian into English by the Sixth Semester Students of English Education Department at IAIN Bukittinggi in Academic Year 2015/2016, a thesis state institute of islamic studies (Iain) Bukittinggi. 2016

This research was due to by several problems that were faced by the sixth semester students of English Deparment Education of IAIN Bukittinggi at the academic year 2015/2016 in translation class. The researcher found some students having difficulties to translate the text presented in different context, students did not consider the appropriate meaning that should be put from a language into another language and the students lack the knowledge about grammar.

The kind of this research was descriptive research by using quantitative method. This research used *the random sampling* to take the sample. This research took only 20 % sample from the population that is 116 students. Thus each class only 5 or 6 students which were taken as sample, and all of sample consist of 23 students.They were taken from the sixth semester students English education department of IAIN Bukittinggi in academic year 2015/2016 who attended translation II. Translation test was used in collecting data. To analyze the data, the researcher analyzed the students' translation result based on the result of grammatical equivalence translation.

The result of the study showed that there are 1 (4.34 %) student who got excellent level ability, 8 (34.78%) students who achived good level ability, 2 (8.69 %) who gained fair level ability and 12 (52.17 %%) students have poor level ability. However, in general, the result was poor with the mean score 44.80. Furthermore, in students' translation , it was found the highest of students ability in translating grammatical equivalence is 37.66 in number category. The lowest of students ability in translating grammatical equivalence was 21.73 in tense and voice category

Keywords : Translation, Grammatical Equivalence, Students Ability

ABSTRAK

Ade Prima Rora, 2312.012, Kemampuan Siswa dalam Menerjemah Padanan Kata dari Bahasa Indonesia ke Bahasa Inggris oleh Siswa Semester Enam Pendidikan Bahasa Inggris di IAIN Bukittinggi Tahun Akademic 2015/2016, skripsi, IAIN Bukittinggi. 2016

Penelitian ini dilatarbelakangi oleh beberapa permasalahan yang dialami oleh siswa semester enam jurusan pendidikan Bahasa Inggris IAIN Bukittinggi pada tahun ajaran 2015/2016 pada kelas *Translation*. Peneliti menemukan bahwa siswa masih kesulitan dalam menerjemah teks dengan konteks teks yang berbeda, siswa tidak mempertimbangkan makna yang tepat yang harus diletakkan dari satu bahasa ke bahasa yang lain dan siswa masih kurang dalam memahami grammar.

Jenis penelitian yang digunakan adalah penelitian deskriptif dengan metode kuantitatif. Penelitian ini menggunakan *random sampling* dengan mengambil 20 % sampel dari populasi yaitu 116 siswa. Jadi setiap kelas diambil 5 atau 6 siswa sebagai sampel dan total sampelnya adalah 23 siswa. Mereka diambil dari siswa semester enam Pendidikan Bahasa Inggris IAIN Bukittinggi Tahun Akademik 2015/2016 yang telah mengambil tranlsation II. Instrument yang digunakan untuk mengumpulkan data adalah tes terjemahan dari bahasa Indonesia ke Bahasa Inggris. Untuk menganalisa data, peneliti menganalisa data berdasarkan hasil terjemahan grammatical equivalence yang diterjemahkan siswa.

Hasil dari penelitian menunjukan bahwa ada 1 (4.34 %) siswa mendapatkan level kemapuan baik sekali, 8 (34.78%) siswa mendapatkan level kemampuan baik, 2 (8.69 %) siswa mendapatkan level kemampuan cukup dan 12 (52.17 %) siswa mendapatkan level kemampuan rendah. Tetapi, pada umumnya hasil terjemahan siswa adalah rendah dengan jumlah rata- rata 44.80. Selanjutnya, dalam terjemahan siswa ditemukan kemampuan tertinggi dari hasil terjemahan padanan kata siswa adalah pada kategori *number* dengan jumlah rata-rata 37.66. Sedangkan terjemahan siswa terendah ditemukan dalam terjemahan padanan kata pada kategori *tense* dan *voice* dengan rata-rata 21.73.

Kata kunci : Terjemahan, *Grammatical Equivalence,* kemampuan siswa

ACKNOWLEDGEMENT



Alhamdulillahirabbil ‘aalamiin, praised be to Allah SWT, the Almighty and the Most Merciful, who always gives knowledge, strength and health to the writer in completing this thesis entitled Students’ Ability in Translating Grammatical Equivalence from Indonesian into English by the Sixth Semester Students of English Education Department in academic year 2015/2016. The writer also expressed her peace and salutation to our lovely Prophet Muhammad SAW.

The writer wrote this thesis as the requirement to obtain Strata 1 Degree in English Education department in IAIN Bukittinggi. This great task was impossible to be completed without helps and supports from many persons. So that, the writer wants to highly express her sincere gratitude and appreciation to the following persons for their valuable contributions.

1. Dr. Ridha Ahida as the head of IAIN Bukittinggi and also her first,second, third assistants.
2. Dr. H. Nunu Burhanuddin, Lc, M.Ag as the head of Tarbiyah IAIN Bukittinggi.
3. Mrs Veni Roza.S.S.,M.Pd as the head of English education department.

4. Mrs Eliza .S.S.,M.Pd and Veni Roza.S.S.,M.Pd as her advisor for their care, time, attention, guidance, valuable advices, and patience in accomplishing her thesis. Their suggestions and contribution are highly appreciated.
5. Irwandi .S.S.,M.Pd and Reflinda.S.S.,M.Pd as her examiner who have given critics and suggestion to this thesis.
6. The librarians of IAIN Bukittinggi who have sincerely helped and allowed the writer in getting the references.
7. All the lecturer who have given their knowledges, ideas and contribution to the completion of her thesis and educated her precious things in many fields during the study.
8. The writer is heartly thankful to her parents, Derisman (ayah) and Mastadevi (Ibu) and for her beloved sister Agri and Brother Bayu. She thanks for their endless love, pray and supports.
9. The writer also delivers many thanks to the students of English Department education especially sixth semester students for their helps, support and helped to do this research.

All of her friend in English education department, especially PBI 12's, especially for her *close friend* for their helps and inspirations that have encouraged her to have high spirit in studying and in accomplishing this thesis

The writer hopes Allah SWT always bless all of the people that helped her, who have been mentioned or not. The writer honestly admits that this thesis is not perfect. Thus, the suggestion, constructive critics, and meaningful advices from the

readers are highly appreciated for improvement of this thesis. The mistakes and errors that migth be found in this thesis remain of the writer.

Bukittinggi, Agustus 2016

The writer

TABLE OF CONTENTS

Page

ABSTRAK i

ABSTRACT ii

ACKNOWLEDGEMENT iii

TABLE OF CONTENTS v

LIST OF TABLES vii

CHAPTER 1 INTRODUCTION

A. Background of The Problem..... 1

B. Identification of the Problem..... 4

C. Limitation of the Problem..... 5

D. Formulation of the Problem..... 5

E. Purpose of the Research..... 6

F. Significance of the Research..... 6

G. Definition of the Key Terms..... 6

CHAPTER II REVIEW OF THE RELATED LITERATURE

A. Review of the Related Literature

1. The Nature of Translation..... 8

a. Definition of Translation..... 8

b. Kind of Translation..... 10

c. Criteria of Good Translation..... 12

d. Translation Procedure..... 15

2. Grammatical Equivalence..... 18

a. Definition of Grammar..... 18

b. Grammatical Equivalence in Translation..... 18

c. the Differences Between Indonesian language and English Language..... 25

B. Review of the Related Studies..... 30

C. Conceptual Framework..... 32

CHAPTER III RESEARCH METHOD

A. Design of the Research..... 34
B. Population and Sample..... 35
C. Instrumentation..... 36
D. Technique of Data Collection..... 38
E. Technique of Data Analysis..... 38

CHAPTER IV FINDING AND DISCUSSION

A. Finding..... 41
1. The Description of the Data..... 41
2. The Analysis of the Data..... 43
B. Discussion..... 64

CHAPTER V CONCLUSION AND SUGGESTION

A. Conclusion.....67
B. Suggestion..... 68

REFERENCES..... 70

APPENDICES..... 72

LIST OF TABLES

Table 1 The Score Acceptability Measurement 14

Table 2 English Pronoun 22

Table 3 Total Population 35

Table 4 Total Sample 35

Table **5** The Description of Students' translation score 42

Table 6 Students Score Translation Result 44

Table 7 Students score distribution and percentage of translating grammatical equivalence 45

Table 8 The Percentage Of Part Of Grammatical Equivalence 46

Table 9 Mean Of Students Score Of Each Item Of Grammatical Equivalence 47

Table 10 Translation Version *Number* by Students 48

Table 11 Translation Version *Number* by Students 49

Table 12 Translation Version *Number* by Students 51

Table 13 Students Score Percentage of Each Item of *Number* Category 52

Table 14 Mean of The Students' Score of Each Item of *Number Category*..... 52

Table 15 Translation Version *Person* by Students..... 53

Table 16 Translation Version *Person* by Students..... 54

Table 17 Translation Version *Person* by Student 55

Table 18 Students Score Percentage of Each Item
of *Person Category*.....57
Table 19 Mean of The Students' Score of Each Item
of *Person Category*..... 57
Table 20 Translation Version *Tense* by Students 58
Table 21 Translation Version *Tense* by Students..... 59
Table 22 Students Score Percentage of Each Item
of *Tense Category*..... 60
Table 23 Mean of The Students' Score of Each Item
of *Tense Category*..... 60
Table 24 Translation Version *Voice* by Students..... 61
Table 25 Translation Version *Voice* by Students..... 62
Table 26 Translation Version *Voice* by Students..... 63
Table 27 Students Score Percentage of Each Item
of Voice *Category*..... 64
Table 28 Mean of The Students' Score of Each Item
of *Voice* Category..... 64

CHAPTER I

INTRODUCTION

A. Background of The Problem

Translation helps people in communication, especially in this globalisation era, in which science and technology change very quickly. By translating we can get and transfer information in other language. In addition, Translation will also support to master language skills or understand English text. Students cannot understand what the speaker says, what they want to write, what they want to speak, and what they want to read, if they do not know the meaning. It means that translation is the way to get information and more help to support language skills.

There are some experts' opinion about translation. According to Larson, Translation consists of transferring the meaning of the source language into the receptor language .[1] According to Catford, translation is the replacement of textual material in one language (source language) by equivalent textual material in another language (target language).[2] In other word, we can conclude that translation is one activity transferring meaning from one language to another language.

Every language has rule system, it makes complicated difficulty in translation because it has different way in arranging word by word to be a phrase, sentences or even a paragraph. Translation is an activity that

[1] Mildred L.Larson, *Meaning-Based Translation* : A Guide to Cross Language Equivalence,(London University of America, 1984) p. 2

[2] J.C Catford, *A Linguistic Theory of Translation*, (Oxford University Press, 1965) P.20

raises students awareness toward similarities and differences between source and target language grammatical structure.

A good translator must comprehend both the structure of source and target language well because a translation is not simply a matter of different word choice, but of different grammatical structures as well. Acording to Priyono, a good translator must have sufficient knowledge in the area of the translated materials and must be proficient in both languages.[3]

In translation, the same meaning is expressed in another language by different grammatical form. There is an example;

English : what is your name ?
Indonesia: siapa namamu ?

Those two sentences have the same meaning, when the students look at the form, they have different grammatical forms. To make a translation which is meaningful in target language, the students must be able to find the grammatical equivalence from source language in the target language.

As the researcher has explained above, the students should know about the grammatical equivalence, he or she should comprehend and should know the diversity grammatical categories across language because if different grammatical categories in the source language and target language may remarkable changes in the way the information or message

[3] Priyono, *Lexical Constraints In Translation And Learning English As A Foreign Language In Indonesia.*(www. http://journal.teflin.org) accessed on October 28th 2015

is carried accros. There are five kinds of grammatical equivalance, they are: number, gender, person, tense and aspect, voice.[4] So it is important for the students to know how to translate which corresponding with equivalently.

Based on researcher's observation on translation task to the sixth semester students, the researcher found that translation is one of the difficult subject to be mastered. The first phenomenon found by the researcher was some students were still having difficulties to translate the text presented in different context for example in translating Indonesian into English, several types of words and word forms were similar because many writing stem from the same root often cause confusion in translating it into English. So students were not able to find the right equivalence of the words.

The second phenomenon found by researcher is the students only used dictionary to translate the text when the students did translation. Here, they just focused on whatever the appropriate vocabularies that match with the receptor language, they just focused on translate on the change of form from a language to another language. They did not consider the apropriate meaning that should be put from a language into another language.

The third phenomenon found by the researcher, the students lack of the knowledge about grammar When they are translating the text from

[4] Mona Baker, *in other words: a course book on translation,*(London and New york: 1993) p.87-102

English into Indonesian, so many ungrammatical and inappropriate sentences for example, in Indonesian sentence *kita telah mendengarkan radio setelah dua jam* can be grammatically translated like *we was listening to the radio for two hours* but, the right sentence should be *we have been listening to the radio for two hours* (perfect countinuous form). This problem happened because they had lack grammar.

Based on the problem above, the researcher wants to know the sixth semester students' ability in translating grammatical equivalence and the researcher entitled this proposal as "**Students' Ability in Translating Grammatical Equivalence by the Sixth Semester Students of English Education Department at Iain Bukittinggi in Academic Year 2015/2016"**

B. Identification of the Problem

Based on the background of the problem above, there are some problems occured in translating at the sixth semester students of english department at IAIN Bukittinggi :

1. The students were not able to find the right equivalence of the sentences.
2. They did not consider the apropriate meaning that should be put from a language into another language.
3. The students had lack grammar

C. Limitation of the Problem

In this research, the researcher limits the scope of the problems to be researched that is about students' ability in translating grammatical equivalence from Indonesian into English by the sixth semester students of English education department in IAIN Bukittinggi academic year 2015/2016.

D. Formulation of the Problem

Based on the limitation of the problem above, this research is formulated as follow "What is the level of students' ability in translating grammatical equivalence from Indonesian into English ?"

the more detail question was related as follow :

a. What is the level of students ability in translating grammatical equivalence number ?
b. What is the level of students ability in translating grammatical equivalence gender ?
c. What is the level of students ability in translating grammatical equivalence person ?
d. What is the level of students ability in translating grammatical equivalence tense ?
e. What is the level ofstudents ability in translating grammatical equivalence voice ?

E. Purpose of the Research

The purpose of the research is to analyze the students' ability in translating grammatical equivalence by the sixth semester students of English Department in IAIN Bukittinggi academic year 2015/2016

F. Significance of the research

Researcher hopes the result of this research will give benefits for :

1. For college students, by knowing the ability in translating equivalently Indonesian into English, it is hoped can improve their ability in translating a text.
2. For lecturer, this research can give information about students' ability in translating grammatical equivalence.
3. For researcher, this research is submitted as a partial fulfillment of the requirement to obtain strata one degree on English educational department in IAIN Bukittinggi.
4. For IAIN Bukittinggi, this research can be used as a reference for next researchers and as a reference for studying.

G. Definition of the Key Terms

Some terms which are involved in this study need some explanations to get the same interpretation and avoid misunderstanding. They are defined as follow :

1. Translation is defined as a process of transfering of a language (source language) into another language (target language).

2. Grammatical equivalence is the equality of the grammar/ syntax/ sentence in structure between two different languages.
3. Students ability is the capacity of the students in doing same work to accomplish their purpose.

CHAPTER II

REVIEW OF RELATED LITERATURE

A. Review of Related Theory

1. The Nature of Translation

a. Definition of Translation

Translation has various definitions since in this field many experts have their own idea about the notion of translation. Each of the definition is proposed a the different point of view. As stated by Meriam- Webster dictionary in Larson, translation consists of changing from one state or form to another, to turn into one's own or another language change of form.[5] It means that translation is one activity transferring meaning from one language to another language. So students can understand the meaning by translation

Moreover, Catford says that, translation is replacement of textual material in one language (source language or SL) by equivalence textual material in another language (target language or TL).[6] It means, translation is a process where translator tries to find closest meaning from one language to another language, translator needs much relevance literature and knowledge. Moreover, translation is a complex skill which needs not only knowledge but also sequence of integral process

---

[5] Mildred L.Larson, *Meaning-Based Translation : A Guide to Cross Language Equivalence*,(London University of America, 1984) p. 2

[6] J.C Catford, *A Linguistic Theory of Translation*, (Oxford University Press, 1965) P.20

Furthermore, Nida and Taber concluded the nature of translation as follow :[7]

a. Reproducing a message. Translation purpose is producing the messages. In this case, grammatical and adjusment should be arranged in good order
b. Equivalence rather than identity. A translator should focus on reproducing of message rather than conversation of form of utterance
c. Natural equivalence. A translator will give the result of translation to reader as natural as she/he can. Its mean, a good translation will be read by receptor/ target language readers as they read their own language
d. Closest equivalence. A translator should strive for the closest language equivalent both of the resource language and target language.
e. Priority of meaning. Meaning becomes priority of translation, because translation mainly sends a process of transferring messages.
f. Sifnificance of style. Thougth style is secondary to content, it is nevertheles important.

So, it can be concluded that translation is a process where the translator should try to find out equivalent word and style that becomes objective of translation. A meaning of a word should be conveyed as close as natural by using equivalent words. In getting accurate meaning translation not only concern about analyzing linguistic aspect but also concern in culture context.

In translating a text, it is not simply translated because there are some important matters that have to be considered. In this context, according to Newmark, a translator has to have a flair and

[7] Eugane Nida and Charles R Taber, *The Theory and Practice of Translation,* Published for the United Bible Societies by E.J Brill Leiden*, 1982.*p 13

a feel for his own languae.[8] It means that a translator has to transfer the information from the source language into the target language without any ambiguity.

Based on definiton above, it can be concluded that in translation process a translator should try to find the equivalence word and style that become the main objective.

b. Kind of Translation

There are some kinds of translation. According to Larson there are two main kinds of translation :[9]

1) based translation or literal translation. It attemps to follow the form of the source language. Literal translation may be very useful for purposes related to the study of source language text. A literal translation sounds like nonsense and has little communication value. If the two languages are related, the literal translation can often be understood, since the general grammatical form may be similar. However, the literal choice of lexical items makes the translation sound foreign.

[8] Peter Newmark, *A Textbook of Translation*, (New York : Prentice Hall 1988) p.4
[9]Mildred L.Larson, *Meaning-Based Translation* : A Guide to Cross Language Equivalence,(London University of America, 1984) p. 15

2) Meaning based translation. It makes very effort to communicate the meaning of the source language in natural forms of the receptor languages.

Furthermore, Newmark mentions nine types of translation in term of translation method as follow :[10]

1) Word- for- word translation. The source language word order is preserved and the words translatedsingly by their most common meanings.
2) Literal translation. The source language grammatical construction is converted to nearest target language equivalents but the lexical word are gain translated singly.
3) Faithful translation. It attempts to reproduce the precise contextual meaning of the original within the constraints of the target language grammatical structure.
4) Semantic translation. Differ from faithful translation only in as far as it must take more account aesthetic value of of the SL text, compromising on 'meaning' where appropriate so that no assonance, word-play or repetition jars in the finished version.
5) Adaption. This is ‘freest’ form of translation. It is used mainly for plays (comedian) and poetry. The source

[10] Peter Newmark, *A Textbook of Translation*, (New York : Prentice Hall 1988) p.45-47

language culture converted to the target language culture and the text written.

6) Free translation. Reproduces the matter without the manner, as the content without the form of original.Usually it is a paraphrase much longer than the original.
7) Idiomatic translation. Reproduces the messages of the original but distort nuances of meaning by preffering colloquialism and idiom where this do not exist in the original.
8) Communicative translation. Attempt to the reader the exact contextual meaning of the original such a way that both content and language readily acceptable and comprehensible to the leadership.

So, there are some kinds of translation can be used by the students applying his/ her translation. The students may choose what kinds of translation she or he thinks the appopriate one to the context

c. Criteria of Good Translation

Nida said that the best translation does not sound like a translation. It must be read by receptor language readers as they read their own languages (or the originally text). Itmeans that the students should know not only the source language but also the

receptor languagre[11] and Larson says that the best translation is the one which

a. Uses the normal language forms of the target language.
b. Communicates to the target language speakers the same meaning that was understood by the speakers of the sources language
c. Maintains the dynamics of the originally source language text.[12]

from explanation above, it can be understood that it is not easy to be good translator eventhough one has mastered the two languages (the source and the receptor languages). The students cannot translate well without being supported with other knowledge, especially the backround knowledge of the text to be translated.

In addition, Larson states that a translation is considered good if it covers three criteria are (accurate) accuracy, clear (readability) and natural (acceptabillity). Accuracy goes to a term which is used in translation evaluation in changing message from source language into target language. Readability means that the message of the soure text as easy to understand . Acceptability in

[11] Eugane Nida and Charles R Taber, *The Theory and Practice of Translation,* Published for the United Bible Societies by E.J Brill Leiden*, 1982.*p 12
[12] Mildred L.Larson, *Meaning-Based Translation*,..... p. 6

translation means language naturalness of translation is able to exist with the target language system.[13]

Meanwhile, As Nababan mentioned, a good translation is focused in three main things: the accuracy of transferring message, the accuracy of transferring message into the target language and the language naturalness of translation. Then, Nababan affirms table of acceptability in translation as follow :[14]

Table 1
The score of Acceptability Measurment

Parameter of qualitative	**Category**	**Score**
Translation feels natural, term that are used familiar with the reader, word phrase, clause and sentence in translation. Fit with indonesian grammar	Acceptable	3
In common, translation felt natural but, there is little problem in using few terms and little mistakes of grammatical errors.	Less aceptable	2
Translation sounds unnatural, term and vocabulary which used are unfamiliar for reader. The usage of word, phrase, clause, and sentence are not suitable with indonesian grammar.	Unless acceptable	1

Clearly, from the table above there are three the way how to know a good translation. They are accuracy, acceptability and

[13] Mildred L.Larson, *Meaning-Based Translation*, ...p. 485-487
[14] Nababan. *Pengembangan Model Penilaian Kualitas Terjemahan*....., Vol. 24, No. 1, Juni 2012

readability. This criteria can guidanced for researcher to deciding level acceptability of the translation.

d. Translation Procedure

A good translator should have procedures in translation. Accordingto Larson, there are some procedures in translation, they are :

1) Preparation, in which they are two kinds of preparation. First, there is the preparation that translator should have before beginning the translation task; second, there is the preparation which he undertakes as he begins work on specific translation project.
2) Analysis, a translator should be careful at key words in order to find a good lexical equivalent in the receptor language. If the text is very long, the translator will need to divide in into smaller units and work on one of these at a time.
3) Transfer, transfer is a process of going from the semantic structure analysis to the draft of the translation, and transfer take places in translator's mind.
4) Initial draft, a translator need to find more information or more background reading. Initial draft can help the translator to be thinking clearly about who will read the translation. The translator focoses to the author purpose.

5) Reworking initial draft, the translator must do checking and editing the translation. The first thing the translator will do is to read through the manuscript of this large unit he is checking. The second thing the translator will need to do is to check for accuracy meaning.[15]

Based on the procedure above, it can be concluded that inthe process translating there are some procedures that should be considered by the students. Therefore, it is not enough for the students just mastering the knowledge of two languages because translation process is not a process of words subtitution from the sources language to the receptor language text.

In addition, a good translation should have adequate knowledge relating to the two languages. It includes all aspect of the languages that is the future that the two language share, and also the differences found in the two languages so that translation is not for beginners because it should involves some skills to do it.

Meanwhile, according to Bell the process of translation includes the process in the memory system. He explains that there are some several assumptions that underlie the model. The process of translating is a follows :

[15] Mildred L.Larson, *Meaning-Based Translation*, ...p. 476-483

1) Is a special case of the more general phenomenon of human information processing
2) Should be modeled in a way which reflects its position within the psychological domain of infromation processing
3) Take place in both short-term and long-term memory through devices for decoding text in the source language and encoding text into the target language, via a non-language specific semantic representation
4) Proceed in both a bottom-up and top-down manner in processing text and integrates the approaches by meansof a style of operation which is both cascaded and interactive.[16]

Considering translation process above, the students should do much practice of translation. Finally the students will succseed in conveying intended meaning by the source language by finding equivalentword of two languages and keep the language style of the source language originally . In short, translation is not only for beginner but also for everyone who has adequate knowledge about the two languages. In addition, translation is complicated process, because translation has systematic process.

[16] Roger T Bell. *Translation and Translating:* Theory and Practice, London and New York : Longman 1991 p.44-45

2. Grammatical Equivalence

a. Definition of Grammar

In translating a text, lexical choice is not only factor that influences the result of translation work. Another powerful factor which determines the way a text is translated is grammatical system of a language. According to Baker, Grammar is the set of rules which determine the way in which units such as word and phrases can be combined in a language and the utterances.[17] Thus, grammar is very important in any language.

Grammar comprises morphology and syntax. Morphology covers the structure of words, it studies the way in which the form of a word changes to indicate specific contrast in the grammatical system. Meanwhile, syntax covers the grammatial structure of groups, clause and sentences.[18]It means that, grammar is very important rules for sentence in making language because without grammar it is possible to create a good sentence.

b. Grammatical Equivalence in Translation

Hatim and Munday mention that the term equivalence in translation could be divided into two main division. They are formal equivalene and dynamic equivalence. [19]The former refers to a relationship which involves the purely 'formal'

---

[17] Mona Baker,*Other word: A Course Book on Translation.*London and New York.1993 p. 83
[18] Mona Baker,*Other word: A Course Book on Translation*,.....p.83
[19] Basil Hatim and Jeremy Munday,*Translation : An Advance resource book.* London:Routledge.2004.p 40 - 42

replacement of one word or phrase in the source language by another in the target language, while the latter is used if in the translators' judgement a form of words that is not sufficiently transparent in the targert language is likely to pose a threat to comprehensibility and therefore intervention on the part of the translator becomes inevitable. This division of the term equivalence is actually reffering back to the principle of translatability and comprehensibility in translation.

However, Vinay and Dalbernet in Leonardi view equivalence-oriented translation as a procedure which replicates the same situation as in the original, whilst using completely different wording.[20] .Thus, if procedure is applied during the translation process, it can maintain the stylistic impact of the SL text in the TL text.

Moreover, according to Halverson, equivalence as a relationship existing between two entities, and the relationship is described as one of likeness/ sameness/ similarity/ equality in terms of any of a number of potential qualities. Proponents of equivalence define it as a term to describe the relationship which exists between SL and TL items or texts.

In addition, Baker views the concept of equivalence at different levels, in relation to the translation process, including all

[20] Vanessa Leonardi (2000).*Equivalence in Translation: Between Myth and Reality.(online) http://bokorlang.com/journal/14equiv.ht, accessed on December 29t*^{h} *2015*

different aspects of translation and hence putting together the linguistic and the communicative approach and then she says that grammatical equivalence referring to the diversity of grammatical categories across languages.[21]

Moreover, Baker claims that difference in grammatical categories of the source language and target languages often the result in some change in the information content the message during the process of translation.[22] Baker mentions five categories of grammar which may lead a translator into difficulties because of the lack of grammatical structure in the target language,those are: number,gender, person, tense and voice.

1. Number

The category of number belongs to singular and plural. Count nouns make a distinction between singular and plural. The regular plural endsin *-s*. This inflection (grammatical suffix), however, is pronounced in one of threeways, depending on the sound immediately before it. Contrast these three sets, for example

1. *buses, bushes, churches, pages, diseases, garages*
2. *sums, machines, days, toes*
3. *tanks, patients, shocks, notes*

The plural inflection is pronounced as a separate syllable – spelled *-es* – when itfollows any of the sounds that

[21] Vanessa Leonardi (2000),.....*accessed on December 29t^h 2015*
[22] Mona Baker,*Other word: A Course Book on Translation*,.....p.86

appear in the singulars of the words listed in (1); inthe case of *diseases* and *garages*, a final *-e* is already present in the singular, so onlyan *-s* needs to be added in the plural. When *-s* is added to form the plurals *toes* in(2) and *notes* in (3), the *-es* is not pronounced as a separate syllable.

2. Gender

Gender is grammatical distinction according to which a noun or pronoun is classified as either masculine or feminine in some language.[23] Between masculine or feminine gender gender in noun such as ;

father – mother	*widower – widow*
boy – girl	*bridegroom – bride*
host – hostess	*bull – cow*
hero – heroine	*lion – lioness*

Important distinctions in gender, however, apply to the third-person singular pronouns *he*, *she*, and *it*

3. Person

The category of person relates the notion of participant roles.[24] English as the source language has three types of pronouns with person references; namely, personal pronouns, reflexive pronouns and possesive pronouns. The pronoun system has classifiation of person : first person referring to the

[23] Mona Baker,*Other word: A Course Book on Translation*,.....p.90
[24] Mona Baker,*Other word: A Course Book on Translation*,.....p.94

speaker or a group which includes the speaker *(I* and *we*); second person identifying the person(s) addressed (*you*), and the third person referring to persons and things other than the speaker and addressee *(he/she/it/they*).The personal pronouns have two sets of case-forms; the subjective and the objective forms. While the reflexive pronouns replace a co-referential noun phrase, normally within the same finite clause and the possessive fuses genitive function with pronominal function. The table below shows the classification of English pronouns cites by Quirk and Greenbaum.

Table 2. English Pronouns[25]

			Personal pronoun		**Reflexive pronoun**	**Possesive pronoun**	
			Subj. case	**Obj. case**		**Determiner Function**	**Nominal function**
1st	Singular		I	Me	Myself	My	Mine
	Plural		We	Us	Ourself	Our	Ours
2st	Singular		You		Yourself	Your	Yours
	Plural				Yourselves		
3rd	Sin	Masc	He	Him	Himself	His	
		Fem.	She	Her	Herself	Her	Hers
		Non. p	It		Itself	Its	
	Plural		They	Them	Them-selves	Their	Theirs

Sneddon said both *saya*and *aku* mean *"I"* or "*me"*, but *aku* is only used when speaking to intimate friends, younger, and lower status or position. "*Kita"*means "*we"* where the person being

[25] Randolph Quirk, *A University Grammar of English.* England : London Group Limited 1973. P. 102

spoken to is included, that is *"I* and *you"*. *Kami* means "We‟ where the person being spoken to is not included, that is "*I*" and *others* but not "*you*". *Aku, engkau, kau, kamu, kalian„,* are intimate forms, used to children and between equals who have a close relationship with each other. "*Anda"* is sometime used to addressing someone in higher position or strangers of the same age.

4. Tense

Tense is the most complicated part of grammatical between English and Bahasa Indonesia because there are some obvious differences between them.The differenes tenses are signaled by verbs ending or by auxiliary verbs.

The word tense stands for a verb or series of verb forms used to express a time relation. Tense may indicate whether an action, activity or state is past, present or future. Hornby said that English verb has not only two tenses which are called simple present tense and simple past tense but also many compound tenses which are made by combining two or more verb forms. These combination may be concerned with time, especially those with parts of verbs "be" and "have".[26]

The English tense complicated is the fact that the term past, present and future time. On the other hand, bahasa

[26] Hornby AS, *Guide to patterns and Usage in English*. Oxford : Oxford University Press. 1975.p. 78-79

Indonesia does not indicate the category of tense morphologically but rather lexically by adding a particular word that indicates the tense. Words which are usually used to express tense in bahasa Indonesia are "*sudah*" or "*telah*" to express the idea of past tense, "*sedang*" to indicate present tense and the word "*akan*" for future tense

5. Voice

Acording to Baker, voice is a grammatical category which defines the relationship between a verb and its subject.[27] In addition she states in passive clause, the subject is the affected entity, and the agent may or may not be specified, depending on the structures available in each language". To make a passive sentence from an active sentence in English as follows: (1) exchange S with O, (2) change the predicate form of V with be + v3, (3) add the word „*by*" in front of the former S. The example is: *the boy was helped by marry*, is made from an active „*marry helped the boy*". Notice that the form of the verb changes in a passive structure to indicate that its subject is the affected entity rather than the agent.

In Bahasa Indonesia, active verbs may be transitive or intransitive. Transitive can be marked by prefix *me* – or its variation such as *men –, meng –, me –kan* and *me–i*. The

[27] Mona Baker,*Other word: A Course Book on Translation*,.....p.102

examples are: (1) Rakyat pasti *mencintai* pemimpin yang jujur, (2) Saya suka *menonton* televisi, and (3) Dia akan *mengambil* uang di bank . The example of active intransitive as follow: (1) Kita harus *bekerja* keras untuk membangun Negara, (2) Saya ingin *berjalan* kaki saja.

To transform from an active into passive as follows:

1) Making the object of the active sentence become the subject of the passive sentence
2) Replacing the prefix me- with di-, ter-, or ke- an
3) Making the subject of the active sentence become the agent, recipient of the passive form signaled by the preposition “oleh” or “by” which may be left out if the doer is obvious or unimportant.

c. The Differnces Between Indonesian Language and English Language

These differences can make the students get difficulties in learning English. The differences are also predicted to be difficult things for the English learners who learn Indonesian. The differences between Indonesian and English are as follows[28]:

[28] http://ikkediva.blogspot.co.id/2011/12/differences-between-indonesian-language.html. acessed on Mei 2016

1. **Article**

   In Indonesian, the role of articles is not so important. However, in English, an article is very important because itis grammatical requirement.

   For example: Edy membeli kamus. => Edy bought **a** dictionary.

2. **Noun**

   The next idea to be discussed in this paper lies on the idea of plural. Plural here refers to the form of a noun or a verb which refers to more than one person or thing. English expresses plural implicitly by creating patterns how to use –s and –es. Indonesian on the other hand expresses plural explicitly. No definite rules how to create a plural form of a word except by reduplicating it, e.g rumah-rumah, mobil-mobil. The idea of plural can be clearly seen trough the following examples:

Indonesian	English
Serigala itu Binatang Serigala-serigala itu binatang	A wolf is an animal wolves are animals
Hiu itu ikan apa mamalia? Hiu-hiu itu ikan apa mamalia ?	Is a shark fish or mammal? Are sharks fish or mammal?

Tukang pos selalu membawa surat	A postman always brings letters
Hewan peliharaan membutuhkan perhatian Hewan-hewan peliharaan membutuhkan perhatian	A pet needs care Pets need care

From the example above, we can see that in English, the ideas of plural are expressed in many ways. A final –s or –es is added to a noun to make a noun plural. Sometimes, the changing a (man) to e (men) is also needed to indicate plural. A final –s or –es is added to a verb I when the subject is a singular noun (a wolf, a shark, a pet) or a third a person singular pronoun (she, he, it) In Indonesian, the plural form is made by reduplicating the singular form, for examples, ***buku*** (singular), ***buku-buku*** (plural), ***rumah*** (singular), ***rumah-rumah*** (plural).

3. Pronoun

In Indonesian, the singular third person, either male or female, has the same term, i.e. ***dia***. In English, the third person is distinguished based on the sex. The singular third person for male is ***he***, and for female is ***she***. Another difference is related to the position of the pronoun in a sentence. In Indonesian, the pronoun does not change although the position changes). In English, the pronoun changes if the position changes.

For examples: ***I*** *hate Mond*ay (*I* = subject); *She borrowed* ***my*** *book* (***my*** = possessive adjective); *the called* ***me (me*** **=** *object)*

4. Tense Marker

Indonesian does not have sense marker as English does. English has both time adverb and tense. On the other hand Indonesian has only the time adverbs but not the tenses. Moreover, in Indonesian, the form of the verb does not altough the time. For example: *Saya* ***pergi*** *tiap hari* (present tense) and *Saya* ***pergi*** *kemarin*. (past tense) *I* ***go*** *everyday* (present tense) and *I* ***went*** *yesteday*. (past tense)

5. Auxialiries and Modals

An auxiliary has to agree to the subject that helps the main verb to make a passive construction and depends heavily on tenses. It also helps form a close question or helps form compound tenses. Modals are used to convey shades of meaning and are dependent neither on nor in concord with their subject and are therefore free from tense aspect. For examples: *Our friends should be here in a few minute*s (should means diharapkan); Our friend must be here in a few minutes (must means harus); Our friends

ought to be here in a few minutes (ought to means seharusnya).

When the translator uses the auxiliaries and modals in the question tags, problems will come out as the tag pattern of English and Indonesian are not similar. In English question tags are formed depending on the tense and auxiliary verbs, but in Indonesian question tags are formed by adding the word ***buka****n* or ***kan***? for example, *He is clever*, ***isn't he*****?** = *Dia pandai,* ***bukan/kan***? , *He goes,* ***doesn't he?*** = *Dia pergi* ***bukan/kan?***

6. **Word order**

In Indonesian, modifier is placed after noun head; for example, *rumah* ***bes*****ar**. On the contrary, in English, modifier comes first before noun, for example, ***big*** *house*.

7. **Subject Prominence in English and –nya in Indonesian**

English is a subject prominent language. It means every sentence in English always requires a subject. The subject can be a proper name, pronoun or something else. Yet in Indonesian, the subject may be omitted. This phenomenon can be mentioned as Zero

subject sentence. The subject is coverable from the context.

Indonesian	**English**
Tinggalnya dimana sekarang	Where do you stay now ?
Butuhnya apa dariku ?	What do you need from me ?
Uangnya berapa ?	How much money do you have ?

In the sentence above such as "*Tinggalnya di mana sekarang ?* we do not find a subject since the subject needs not to be put there. Yet, this sentence still be understood by Indonesian people. Here zero subjects play role, and it is coverable from the context. In the sentence Where do you stay now?, the subject is definite, and in this case the subject is "you".

B. Review of the Related Studies

In supporting this research, researcher demonstrates relevant studies conducted by some researcher. One of the researcher was conducted by Neni Gusviana by the title "Grammatical Problems in Translating English Sentences into Indonesia at the third year students of STKIP Lubuk Alung "The purpose of this Research is to out grammatical problems that made by the third year students.this research took 20 % sample from the population. Translation test is used in collecting data. The

result of this research arethe students still not able to find rigth equivalence of the word and they did not have enough vocabulary to translate the sentence.

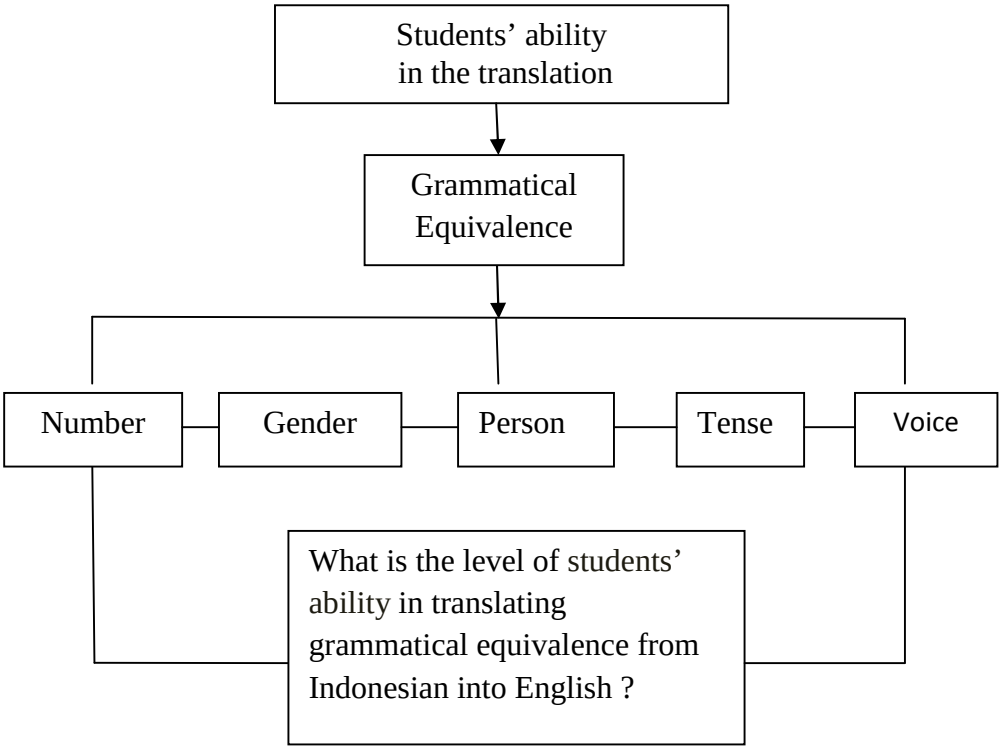
Another research is conducted by Siti Khuzainah Arifani which is the title “Grammatical Equivalence In Students’ Indonesian -English Translation Of Recount Texts”. The researcher found that Some difficulties especially faced when they had to translate the Indonesian grammatical utterances into the target grammatical utterances. The research is qualitative research. The result of this research are there are 63.72% of total utterances found which are equivalence and 36.28% of total utterances which are non equivalence. In conclusion, the students ability in translating is average in translating grammatical equivalence.

Another relevant study was conducted by Bertari Irma Ghasani entitle analysis of equivalence in students indonesian –English interpreting, the researcher applied descriptive qualitative research to find out the kinds of non- equivalences which occurred in consecutive interpreting by sixth semester. The data were collected by comparing indonesian original text and the English interpreted test. The researcher found that all level non equivalence, word level, above word level, grammatical level non-equivalence occured. The result of study showed that 3.01 % non equivalence at word level, 18.5 % equivalence above word level, and 52.43 % non equivalence at grammatical level.

From the researcher above, it can be conclude that students still have difficulties in translating grammatical equivalence. In doing the same research, researcher will conduct the research at the sixth semester students of English students of English department of IAIN Bukittinggi in academic year 2015/2016. The researcher use desriptive research. The technique of collecting data that use is test. The purpose of this research is to analyze the students' ability in translating grammatical equivalence.

C. Conceptual Framework

Researcher conceptualization this research as follow :



Based on the conceptual framework above, researcher focuses in the grammatical equivalence. Researcher will give test for the sixth semester of English department of IAIN Bukittinggi and the test which asks students to

translate Indonesian into English. So, it will show what is level the sixth semester students of English department in IAIN Bukittinggi ability in translating grammatical equivalence is.

CHAPTER III

RESEARCH METHOD

A. Design of the Research

The researcher used descriptive research. Descriptive research is used describing phenomena which happen in the place researcher explicitly. Descriptive research is the basic research, which purposed to describe or demonstrate the surronding phenomenon such as shape, activity, charactheristic, change, relationship, comparison, contrast, and another phenomenon. Descriptive research does not give a treatment, manipulation or change into free variables, but just describe phenomenon.[29]For this reason, descriptive research is the research which is purposed to describe and demonstrate the surrounding phenomenon and the real condition. In addition, the data which are found in this research was calculated by using quantitative method to analyze students'ability in translating grammatical equivalence.

Quantitative research is a kind of research that collects the data in the form of numbers. According to Margono, quantitative research is the research showed the numeral data and quantified by statistical formula.[30] In addition, quantitative research is the research which has the numeral data and will be analyzed.[31] In short, quantitave research showed the

[29] Syaodih Sukmadinata.Nana, *Metode Penelitian Pendidikan,* 2009.Bandung: Rosda p.73
[30]Margono, *Metode Penelitian Pendidikan,* 2005,Jakarta: Rineka Cipta, p-105-106
[31]Sugiyono.*Metode Penelitian Pendidikan*.2009, Bandung: Alfabeta, p 13

numeral data by using formula to know and describe the students' ability in translating grammatical equivalence.

B. Population and Sample

1. Population

Sugiyono states that, population is composed the generalized object/ subject that has certain qualities and characteristic that set by the researcher to learn and drawn conclusion.[32]It means that the population is generally a realistic choice that is used by researcher to find the result of the study. The population of this research are the sixth semester students of English department of IAIN Bukittinggi academic year 2015/ 2016. There are four classes as presented in the table below :

Table 4 : the Sixth Semester Students of English education Department of IAIN Bukittinggi academic year 2015/2016

No	Class	Total
1	A	29
2	B	28
3	C	30
4	D	29
	Total	116

Source : administration staff of FTIK Academic year 2015/2016

[32]Sugiyono, *Metode Penelitian Pendidikan*. . . , p.117

In IAIN Bukittinggi, there were four classses of the sixth semester students of English department. Class A comprised of 29 students, class B comprised of 28 students, class C comprised of 30 students, and class D comprised of 29 students. Total population in this research was 116 students.

2. Sample

The important thing in this research is the selection of sample. According to Margono, sample is part population on which the research will focus.[33]The sampling of this research was the sixth semester students. According to Arikunto, if the population less than 100, the researcher should take all of population to be sample, besides, if the population more than 100, the researcher can takes 10-15 % or 20-25 % from the population.[34] Because of the population of this research are more than 100, so the researcher takes only 20 % sample from population. The researcher used random sampling to determine the sample, thus each class only 5 or 6 students which were taken as sample, and all of sample consist of 23 students.

C. Instrumentation

This research, the instrument used to collect data is translation test. The test is an grammatical equivalence that consists a text. Students have to translate those Indonesian sentence into English. In order to get

[33]Margono, metode penelitian pendidikan,.....p.121
[34]Arikunto. Suharsimi,*Manajemen Penelitian.* Jakarta: Rineke Cipta p. 134

data, the researcher should concern data two criteria namely validity and readibility.

1. **Validity**

   Acording to Hughes, a test is to be valid if it measures accurately what it is intended to measure.[35] In order to get validity of test, the researcher give translation based on topic in syllabus of translation course. There are several type of validity; content validity, criterion validity and construct validity,[36] but the research uses content validity in checking the instrument validity.

   Content validity indicates into the instrument which explains and describe a certain content and to determine the validity, the researcher will give the text to the expert who has expertise about translation. In checking the validity of the test, the expert will examine the test accurately and critically, so by examination from the expert, the validity of the test can be determined.

2. **Reliability**

   Data that are tested should be reliable. According to Hughes, reliability is measures the degree to which a test give consistent result.[37] Meanwhile Brown states that reliability is

[35]Arthur Hughes, *Testing for Language Teachers,* Cambridge University Press .1989 p.22
[36]Arthur Hughes,..... p.22-26
[37]Arthur Hughes,..... p. 29

consistent and dependable.[38]The data should be consistent one, established by determining the relationship between the result of the score from administering the same test in the same group but on different times.

D. Technique of the Data Collection

The crucial step doing a research is collecting data. The researcher used translation test as the technique in the collecting data. The translation test would be given to the sixth semester of English Department in IAIN Bukittinggi. The researcher would give a text and ask students to translate them from Indonesian into English and then all of the students' translation are collected and become the data of this research. So, by the test, the researcher would know how the students' ability in translating grammatical equivalence was.

E. Technique of the Data Analysis

In this research, the researcher would know the level students' ability in translating grammatical equivalence. In this case, the researcher follows some steps, they are :

a. Collect data

The researcher would collect the students' answer sheet that have done by the students.

[38]Douglas Brown, *Language Assesment*: *Principle and Classroom Practice,*2003.p.20

b. The researcher gave code number for each sample by giving initial letter, the researcher gave code R for the sample

c. analyzed the students' translation result based on the result grammatical equivalence translation that translate

d. identify the students' ability

identified students ability by scoring students test, by using the formula suggested by Sudijono[39]

$$\mathbf{P} = \frac{f}{N} \times 100\ \%$$

P = percentage of items

F = frequency of total score

N = total number of students

In order to find the average level mastery, the next step must do finding out the mean by applying the formula suggested by Sudijono[40]:

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

M = mean

∑ = sum of

X = score in a distribution

N = number of students

[39] Prof.Drs Anas Sudijono, *Pengantar Statistik Pendidikan, 2010.p.43*
[40] Prof.Drs Anas Sudijono,..... p.85

To clasify the level students mastery, the researcher uses theory from David P Haris who divided it into four level mastery :

Interval of Percentage	**Categories**
80 % - 100 %	Excellent
60% - 79 %	Good
50% - 59 %	Fair
0% - 49 %	Poor

e. Make the data interpreting and test result

f. Explain and describing the students' translation result.

CHAPTER IV
FINDING AND DISCUSSION

A. FINDING

In this section, the researcher describes about the data which is gotten in the field in order to answer the formulations of the problem how do students' ability in translating grammatical equivalence "number, gender, person, tense, voice" at the sixth semester students of English Department in IAIN Bukittinggi academic year 2015/2016. The test was on grammatical equivalence based on context in one text that consist five kinds of grammatical equivalence. The students pay attention on grammatical equivalence in the text. The finding was intended to know the level of students' ability in translating grammatical equivalence at the sixth semester students of English Department in IAIN Bukittinggi academic year 2015/2016. So, students' ability in translating grammatical equivalence at the sixth semester students of English Department with the score percentage was 44,80

1. Description of the Data

This part is focused on the data description. The data was collected from the students' translation sheet that have been done by the students. The description of students translation score, the researcher divided divided three categories of students' translation based on Nababan. First is acceptable that conveys the meaning of grammatical equivalence and

contextually suit to the context given. Second is less acceptable that is the meaning is conveyed by translation version, but contextually inappropriate to context given. Third is unacceptable that is the translation version does not convey the meaning of grammatical equivalence and contextually does not suit to the context given. In this research, the researcher used code for acceptability scale, namely : acceptable (ACC), less acceptable (less ACC) and unacceptable (un ACC).

Table 5 : The Description of Students' translation score

NOR / item	Number			Gender	Person			Tense		Voice			Total
	1	2	3		1	2	3	1	2	1	2	3	
Score based on acceptability measurement													
1	1	3	1		2	1	2	1	2	1	1	1	16
2	1	1	2		3	1	2	1	1	1	1	1	16
3	1	1	2		3	2	2	1	2	1	3	1	19
4	1	1	3		3	1	2	1	1	1	1	1	16
5	1	3	2		3	3	2	1	3	1	1	2	22
6	2	3	3		3	3	2	1	2	3	1	3	24
7	1	1	2		3	1	2	1	2	1	1	1	16
8	3	3	3		3	1	3	3	0	3	1	3	26
9	1	3	3		3	3	2	3	3	1	3	1	26
10	1	3	3		3	1	2	3	2	1	1	3	23
11	3	3	3		3	3	3	3	1	2	3	3	30
12	1	3	3		1	3	3	1	3	1	3	3	24

13	1	1	2		3	2	0	1	1	1	1	1	13
14	1	1	3		2	1	2	1	1	1	1	1	15
15	1	3	2		2	1	2	1	1	1	1	1	16
16	1	3	3		3	3	2	3	3	1	3	3	26
17	1	1	3		2	1	2	1	0	1	1	1	13
18	1	1	3		1	0	0	1	0	1	0	0	8
19	1	3	3		1	0	0	1	0	1	0	0	10
20	1	1	1		2	1	2	1	2	1	1	2	15
21	2	1	2		1	1	2	1	3	3	3	3	22
22	1	1	2		2	1	3	1	0	1	1	2	15
23	1	3	2		2	1	2	1	2	1	1	1	17

The table above shows the students' translation scores in translating grammatical equivalence at the sixth semester students of English Department in IAIN Bukittinggi academic year 2015/2016.

2. The Analysis of Data

In order to analyze the data, the researcher explained the students' translation result above one by one for each item and indicator of the research variable. Then, the researcher put the data into table. After getting the frequency of the data, the researcher made into bar diagram and distribution table of students' translation score. Furthermore, the

researcher interpreted the data which was gotten based on the table of interpretation.

The researcher found that the scores which were gotten by the students were 90,90 until 24,24. The highest score was 90.90 and the lowest score was 24,24. It was put distribution frequency table as follows :

Table 6 : Students Score Translation Result

Respondent	Total	Score (x)
1	16	44,44
2	16	44,44
3	19	57,57
4	16	44,44
5	22	66,66
6	24	72,72
7	16	44,44
8	26	78,78
9	26	78,78
10	23	69,69
11	30	90,90
12	24	72,72
13	13	39,39
14	15	45,45
15	16	44,44
16	26	78,78
17	13	39,39
18	8	24,24
19	10	30,30
20	15	45,45
21	22	66,66
22	15	45,45
23	17	51,51
		∑x = 1276,64

From the table above, it can be seen the students' translation scores easily. The researcher used this formula to get translation mark = $\frac{\text{achieving score}}{\text{maximum score}}$ x 100

From the calculation above, the researcher used the interval to see distance of the data. Then, The researcher used this formula to get the percentage :

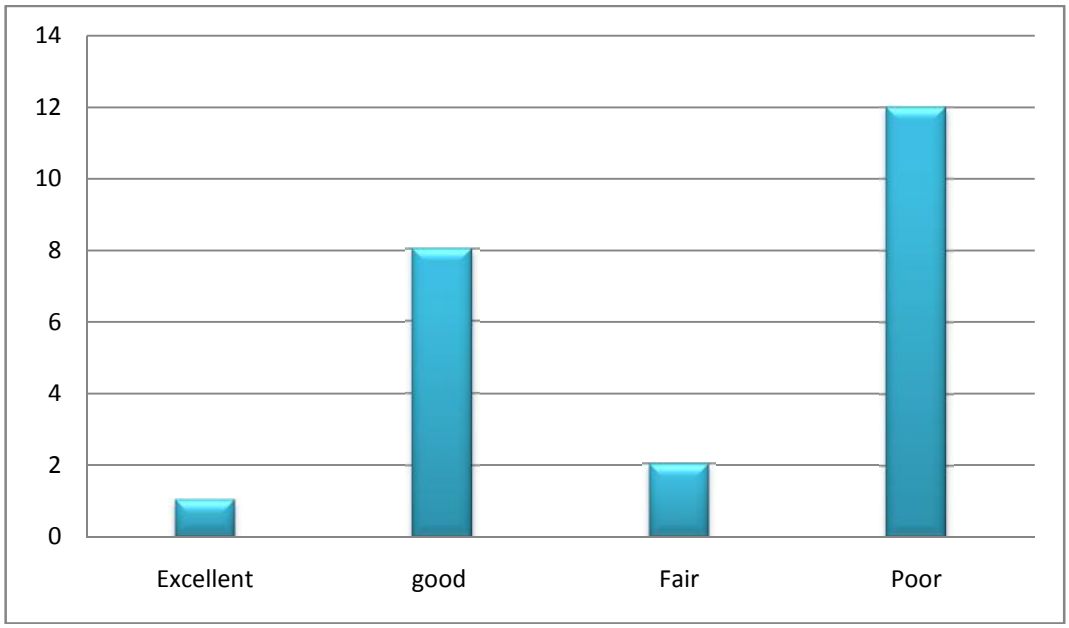
$$\mathbf{P} = \frac{f}{N} \times 100\ \%$$

Table 7
Students Score Distribution and Percentage
of Translating Grammatical Equivalence

No	Class interval	Predicate	frequency	Percentage
1	80-100	Excellent	1	4,34 %
2	60-79	Good	8	34,78%
3	50-59	Fair	2	8,69 %
4	0-49	Poor	12	52,17 %

The students' percentage of students translation is arranged into the diagram which is described below:

Figure 1
Diagram of students' score distribution
of translating grammatical equivalence



Based on the data above, it can be concluded that the students ability in translating grammatical equivalence is as follows, 1 student (4,34 %) got excellent level ability, 8 students (34,78 %) got good level ability, 2 students (8,69%) got fair level ability and 12 students (52,17%) had poor level ability.

Table 8: the percentage of part of grammatical equivalence.

Grammatical equivalence	item	Acceptable (%)	Less acceptable (%)	Unless acceptable (%)
Number	Item 1	8,69 %	78,26 %	13,04%
	Item 2	52,17 %	30,43 %	47,82 %
	Item 3	52,17 %	43,47 %	4,34 %
Person	Item 1	47,82 %	21,73 %	21, 73 %
	Item 2	28,08 %	21,73 %	56,52 %
	Item 3	17,39 %	65,21 %	17,39 %
Gender	-	-	-	-
Tense	Item 1	17,39 %	0	78,26 %
	Item 2	21,73 %	13,04 %	52,17 %
Voice	Item 1	8,69 %	4,34 %	86,95 %
	Item 2	30,34 %	-	69,56 %
	Item 3	26,08 %	13,04 %	60,86 %

The researcher used descriptive statistic. It measured the central tendency the data, the researcher used mean to summarize the data. It can be concluded in the table below :

Table 9
Mean of Students Score of each Item of Grammatical Equivalence

No	Students scoring in answering acceptable item (x)	Frequency (f)	F (x)
1	8,69	2	17,38
2	17,39	2	34,78
3	21,73	1	21,73
4	26,08	1	26,08
5	28,08	1	28,08
6	30,43	1	30,43
7	47,82	1	95,64
8	52,17	2	104,34
		11	$\sum fX$= 358,46

$$Mx = \frac{\Sigma fX}{N} = \frac{358{,}46}{8} = 44{,}80$$

Based on the data above, it can be concluded that mean of students score of each item on grammatical equivalence is 44,80. It means that the students ability in translating grammatical equivalence is in poor with score of mean 44,80.

a. Number

In this research, there are three sentences on the number category in the text.

Table 10

Translation Version *Number* by Students

1. ST : Ada *banyak* **ilmu** yang telah disumbangkan oleh Islam

Number Respondent	Translation	Kinds of acceptability			%
		ACC	Less ACC	Un ACC	
R8, R11	There were *a lot* of **sciences** which were contributed by islam	2			8,69 %
R1, R2, R3, R4, R5,R7, R9, R10, R13, R14, R15, R16, R17, R19, R20,R23	There are so *many* **science** that contributed by islam			16	69,56 %
R21	There were many science were contributed by islam		1		4,34 %
R6	There are many **sciences** which is contributed by muslim		1		
R12	Plenty of **science** which has been emmited from religion of islam			1	4,34%
R18	There are much **science** have get from islam			1	4,34 %
R22	There are science that has been given by islam			1	4,34 %

The rigth translation of *banyak ilmu* was *sciences.* The use of word *a lot of sciences* was suitable with grammatical in English based on the context sentence. The acceptable translation given by the students was *"There were a lot of **sciences** which were contributed by Islam"*

Based on the data above, the reseracher found that two (2/23X100% = 8,69%) students' translation were acceptable. Two (2/23 x 100% =8,69 %) students' translation were less acceptable. Nineteen (19/23 x 100% = 82,60 %) students' translation were unaccepatable.

2. ST : Quran Mendorong orang orang untuk keliling dunia melihat **tanda tanda** Tuhan

Table 11
Translation Version *Number* by Students

Number Respondent	**Translation**	**Kinds of aceptability**			**%**
		ACC	**Less ACC**	**Un ACC**	
R1, R5, R8, R9,R10, R11, R12,R16, R19, R23	Quran encourages people to travel througthout the earth to see god's **signs**	10			43,47 %
R6	Quran push the people to go around the world to see the god's **signs**	1			4,34 %
R22	Quran encourage people to around the world to see Allah's **sign**			1	4,34 %
R15	Quran support us to around the world to see the **signs** of Allah	1			4,34 %
R3, R18	Quran pushing the people to around the world to see the **sign** exsistence of God			2	8,69 %
R2,R4, R14, R17	Quran promted the people to around the world to see the **sign** from the god			4	17,39 %

R7, R20	Quran encourages people to around the world to see the great creation of allah			2	8,69 %
R21	Quran to shoot forward is peoples to round the world to see god's **sign**			1	4,34 %
R13	Quran to support the people for around the world looks the **sign**			1	4,34 %

The sentence is talking about more than one *tanda-tanda* . The word *tanda-tanda* in English is *signs* and based on the context, more than one sign of God and, the word *sign* is regular plural ends in *–s*. However, the acceptable translation give by the students are ;

"Quran encourages people to travel througthout the earth to see god's **signs"**

"Quran push the people to go around the world to see the god's **signs"**

Based on the data above, the reseracher found that twelve (12/23 x 100% =52,17%) students' translation were acceptable. Eleventh (11/23 x 100 % = 47,82%) students' translation were unacceptable

3. ST : Termasuk peta dunia dengan semua benua dan ***gunung-gunungnya***, **sungai-sungai** dan kota yang terkenal

Table 12

Translation Version *Number* by Students

Number Respondent	Translation	Kind of acceptability			%
		ACC	Less ACC	Un ACC	
R6, R8, R9, R10, R11, R12, R16, R19, R18	Including a world maps all the continents and their **mountains**, **rivers** and famous cities	9			39,13 %
R4, R14, R17	Including the world map with the continent and all their **mountains**,the **rivers** and famous town	3			13,04 %
R2, R3, R5, R13,R21	Include world map with continents and **mountain**, **rivers** and famous city		5		21,79 %
R1, R20	Including world map with the ocean, **mountain**,**river** and famous city			2	8,69 %
R22, R23	Include world maps with all oceans, **mountains**, **rivers**, and famous city		2		8,69 %
R15	Include world map with every continent and **mountains**, **rivers** and famous country		1		4,34 %
R7	It included global map which is the continent and its **mountains**, **rivers** and famous city		1		4,34 %

In translation version above, the rigth translation of *gunung-gunungnya* and *sungai-sungai* was *their mountains* and *rivers*. The acceptable translation proposed by the students was :

*"Including a world maps all the continents and their **mountains**, **rivers** and famous city"*

*"Including the world map with the continents and all their **mountains**,the **rivers** and famous town"*

Based on the data above, the reseracher found that twelve (12/23 x 100% =52,17%) students' translation were acceptable. eleventh (11/23 x 100 % = 47,82%) students' translation were less acceptable. To make clear student's score percentage of each item of *number category*, it can be seen in the table :

Table 13
Students Score Percentage of Each Item of *Number Category*

No	Students frequency in answering correct item	Percentage
1	2	8,69 %
2	12	52,17 %
3	12	52,17 %

Mean of the students' score of each item of *number category*, it can be concluded in the table below :

Table 14
Mean of the Students' Score of each item of *Number Category*

No	Students score in acceptable item (X)	Frequency (f)	F(X)
1	8,69	1	8,69
2	52,17	1	52,17
3	52,17	1	52,17
		3	$\sum fX$ = 113,03

Mx = $\frac{\sum fX}{N} = \frac{113,03}{3}$ = 37,67

Based on the data above, it can be concluded that mean of students score of each item is 37,67. It means that the ability of the students is poor.

b. Gender

In this research, those are categories of number, gender, person , tense and voice, however, the researcher did not find gender categories in the text.

c. Person

In this research, there are three sentences on the gender category in the text.

1. ST : orang islam menentukan awal dan akhir bulan dalam kalender hijriah **mereka**

Table 15
Translation version *Person* by Students

Number Respondent	Translation	Kinds of acceptability			%
		ACC	Less ACC	Un ACC	
R2,R4, R5, R6,R7,R8, R9,R10,R11, R13, R16	muslims determines the beginning and the end of the months in **their** hijriah calendar	11			47,82%
R14, R17	Muslims determined the beggining and the end of **their** hijriah		2		8,69%
R1,R22,R20, R23,R15	Muslim determined first and last month in **their** hijriah calendar		5		21,73%
R21	Muslims ascertain first and last month in calendar hijriah			1	4,34%
R3	Muslim determining early final in **their** hijriah calendar			1	4,34%

R18,R19	Islam human choose at the first and last month in **their** hijriah calendar			2	8,69%
R12	Moeslims decides **their** own hijr almanat base on moon			1	4,34%

the use of word *their* suitable with grammatical in Indonesian. Their is possesive adjectives are followed by a noun or noun phrase. In sentence *their* replaces the noun phrase *muslims* in sentence. Translation version given by the students are as the following "*muslims determines the beginning and the end of the months in **their** hijriah calendar"*

Based on the data above, the reseracher found that eleventh (11/23 x 100% =47,82%) students' translation were acceptable. Seven (7 /23 x 100 % = 30,43%) students' translation were less acceptable. Five (5/23 x 100 % = 21,73%) students' translation were unacceptable

2. ST : Ahli matematika Islam unggul dalam Geometri, seperti dapat dilihat dalam seni grafis **mereka**

Table 16

Translation Version *Person* by Students

number Respondent	**Translation**	**Kinds of acceptability**			**%**
		ACC	**Less ACC**	**Un ACC**	
R5,R9,R11,R12, R16	Muslims mathematics excelled in geometry, as can be seen in **their** graphics art	5			21,79 %
R6	Islam mathematician superior in geometry, it can be seen in **their** graphics art	1			4,34%

R1, R2, R4,R8, R10, R14,R15,R17, R20, R22 R23	Muslims expert of math is good in geometry, like see in graphics art			11	47,82%
R7,R13, R21	Mathematic muslims superior in geometry like can be seen in **their** graphics art		3		13,04%
R3	Muslims preeminent in geometry as can be seen in **their** graphics art		1		4,34%
R18,R19	Untranslate			2	8,69%

In translation versions above, just five students succeeded in translating this sentence because they understood the correct meaning and choose the appropriate posessive pronoun. *Their graphics* refers to the antencedent noun *Muslims mathematics*

Based on the data above, the reseracher found that Six (6/23 x 100% =28,08%) students' translation were acceptable. Four (4/23 x 100 % = 17,39%) students' translation were less acceptable. thirteen (13/23 x 100 % = 56,52%) students' translation were unacceptable

3. ST : buku**nya** yang terkenal, Al Qanun fi al-Tibb, buku teks standart yang tetap bahkan di Eropa lebih dari 700 tahun

Table 17
Translation version *Person* by Students

Number Respondent	Translation	Kinds of acceptability			%
		ACC	Less ACC	Un ACC	
R8,R11, R12,R22	**His** famous book, al Qanun fi al-tibb remained a standart	4			17,39 %

	textbook even in Europe for over 700 years				
R1,R2,R3,R4, R5, R6, R7,R9 R10 R14,R15,R16, R17, R20,R23	**His** famous book, al Qanun fi al-tibb, the standart book that used in europe more than 700 years		15		65,21%
R21	**His** book, al Qanun fi al-tibb standart textbook which wearing in europe along more than 700 years		1		4,34 %
R13,R18,R19	Untranslate			3	13,04 %

In the sentence above, the use of word *His* suitable with grammatical in Indonesian. *His* is posessive pronoun this mean they stand on their own. ***His*** *famous book, al Qanun fi al-tib.* His refers to possession by thing. The acceptable translation proposed by the students was "***His*** *famous book, al Qanun fi al-tibb remained a standart textbook even in Europe for over 700 years*"

Based on the data above, the reseracher found that four (4/23 x 100% =17,39%) students' translation were acceptable. fifteen (16/23 x 100 % = 69,56%) students' translation were less acceptable. Three (4/23 x 100 % = 17,39%) students' translation were untranslate

To make clear student's score percentage of each item of *person category*, it can be seen in the table :

Table 18
Students Score Percentage of each Item of *Person Category*

No	Students frequency in answering correct item	Percentage
1	11	47,82 %
2	6	28,08 %
3	4	17,39 %

Mean of the students' score of each item of *person category*, it can be concluded in the table below :

Table 19
Mean of the Students' Score of each Item of *Person Category*

No	Students score in acceptable item (X)	Frequency (f)	F(X)
1	47,82	1	47,82
2	28,08	1	28,08
3	17,39	1	17,39
		3	$\sum fX$ = 93,29

$$Mx = \frac{\sum fX}{N} = \frac{93,29}{3} = 31,09$$

Based on the data above, it can be concluded that mean of students score of each item of person category is 31,09. It means that the ability of the students is poor

d. Tense

In this research, there are two sentences on the tense category in the text.

1. ST : Orang islam juga ***telah memberikan*** kontribusi dalam bidang matematika

Table 20

Translation Version *Tense* by Students

Number Respondent	Translation	Kinds of acceptability			%
		ACC	Less ACC	Un ACC	
R8, R9,R10, R11, R16	Muslim **had** also **contributed** in mathematics field	5			21,73%
R1, R12, R13, R23	Muslim also **has given contribution** in math			4	17,39%
R3, R5,	Muslim also **has giving contribution** in math field			2	8,69 %
R4, R14, R17,	Muslim also **make contribution** in math			4	13,04 %
R2,R6, R7, R12, R20,	Muslim also **have given contribution** in mathematics			5	21,73%
R15	Muslim generation also **have been gave contribution** in mathematic			1	4,34 %
R22	Islamic people **give contribution** in math			1	4,34 %
R21	Muslim also **were contributed** in match			1	4,34 %

The sentence imply that the word *telah* to denote past time. In translation version above, the students translated word *'juga telah memberikan kontribusi'* to be *'has given contribution'*, *'has giving contribution'*, *'have given contribution'*. The translation was wrong because the sentence was past perfect tense, the rigth translation of ***'juga telah memberikan kontribusi'*** was be ***had also contributed.*** The acceptable translation proposed by the students was :

"*Muslim **had** also **contributed** in mathematics field"*

Based on the data above, the reseracher found that four (4/23 x 100% =17,39%) students' translation were acceptable. Eigthteen (18/23 x 100 % = 78,26%) students' translation were unacceptable.

2. ST : Ahli matematika muslim lainnya ***telah membuat*** kemajuan signifikan dalam teori bilangan

Table 21

Translation Version *Tense* by Students

Number Respondent	**Translation**	**Kinds of acceptability**			**%**
		ACC	**Less ACC**	**Un ACC**	
R5, R9, R12,R16, R21,	Other muslim mathematicians **made** significant progress in number by theory.	5			21,73%
R2, R11, R13,R15	Other muslim mathematicians **make** significant progress in number by theory			4	17,39 %
R1, R3, R6, R7, R10, R20, R23	Other math expert **has made** sigificant progress in number of theory		7		30,43%
R4, R13, R14	Other math expert **have make** significant advance aspect in numeral theory			3	17,39 %
R8, R17, R18,R19, R22	Untranslate			5	21,73%

There several translation version of *telah membuat*, meanwhile based on the context sentence, *telah membuat* mean *made* because in the

verb phrase *telah membuat* shows past tense which has pattern S + past tense (verb 2). This tense indicate that an activy was completed in the past.

Based on the data above, the reseracher found that five (5/23 x 100% =21,73%) students' translation were acceptable. Seven (7/23 x 100 % = 13,04%) students' translation were less acceptable. twelve (12/23 x 100 % = 52,17%) students' translation were unacceptable

To make clear student's score percentage of each item of *tense category*, it can be seen in the table :

Table 22
Students Score Percentage of Each Item of *Tense Category*

No	Students frequency in answering correct item	Percentage
1	5	21,73 %
2	5	21,73 %

Mean of the students' score of each item of tense *category*, it can be concluded in the table below :

Table 23
Mean of the students' score of each item of *tense category*

No	Students score in acceptable item (X)	Frequency (f)	F(X)
1	21,73	1	21,73
2	21,73	1	21,73
		3	$\sum fX$ = 43,46

Mx = $\frac{\sum fX}{N} = \frac{43,36}{2}$ = 21,73

Based on the data above, it can be concluded that mean of students score of each item of tense category is 21,73. It means that the ability of the students is poor

e. Voice

In this research, there are four sentences on the voice category in the text.

1. ST : ada banyak ilmu yang telah **disumbangkan** oleh islam

Table 24
Translation Version *Voice* by Students

Number Respondent	**Translation**	**Kinds of Acceptability**			**%**
		ACC	**Less ACC**	**Un ACC**	
R8, R21	There were a lot of work of sciences **were contributed** by Islam	2			8,69 %
R1, R4, R7, R9, R10, R14, R17,R19, R20, R23	many science that **had contributed** by Islam			10	43,47 %
R11	There are a lot of science which **are contributed** by islam		1		4,34%
R2, R3,R5, R12, R15, R22	many knowledge that **have been contributed** by Islam			6	26,08%
R6,R13	many science which **is contributed** by Islam			2	8,69 %
R16,R18	many knowledge **have get** from Islam			2	8,69 %

In translation above, *disumbangkan* should be translated to be *were contributed* not *is contributed.* The students also translated passive voice into active voice like *disumbangkan* to be *had contibuted* so the translate was wrong. The acceptable translation given by the students is *'There was a lot of work of science **were contributed** by Islam'*

Based on the data above, the reseracher found that two (2/23 x 100% =8,69%) students' translation were acceptable. One (1/23 x 100 % = 4,34%) students' translation were less acceptable. twenty (18/23 x 100 % = 86,95%) students' translation were unacceptable

2. ST : Seperti dapat **dilihat** dalam seni grafis mereka

Table 25
Translation Version *Voice* by Students

Number Respondent	**Translation**	**Kinds of acceptability**			%
		ACC	**Less ACC**	**Un ACC**	
R3, R6, R9, R11,R12, R16, R21	As **can be seen** in their graphics art	7			30,43%
R8, R10	As **can be see** in their graphics art			2	8,69 %
R4,R5, R14,R15,R17,R 20	As in graphics art			6	26,08%
R1, R2, R7,R13 R22,R23,	Like **can see** in their graphics			6	26,08%
R18, R19	Untranslate			2	8,69 %

In translation version, passive voice was translated to be active voice. **Modal +Be + past participle** (dapat dilihat) is the pattern of passive voice not active voice. therefore, *dapat dilihat* should be translated to be *can be seen.* While in the sentence, a few of the students translated to active voice. however, the acceptable translation given by students is :

*"As **can be seen** in their graphics art"*

Based on the data above, the reseracher found that seven (7/23 x 100% =30,43%) students' translation were acceptable. sixteen (16/23 x 100 % = 69,56%) students' translation were unacceptable

3. ST : Kontribusi penting lainnya **dibuat** dalam bidang kedokteran

Table 26
Translation Version *Voice* by Students

Number Respondent	**Translation**	**Kinds of acceptability**			**%**
		ACC	**Less ACC**	**Un ACC**	
R8,R10,R11,R12, R16, R21	Other significant contribution **were made** in medicine field	6			26,08%
R1, R4, R14,R17,R23	Another important contribution that **be made** in healthy			5	21,73%
R3,R7,R9, R15	Another contribution that **has made** in doctor field			4	17,39 %
R5,R20,R22	Other important contribution **was made** in medicine field		3		17,39 %
R2,R6, R13	Another contribution **is maked** in medicine wide			3	17,39 %
R18, R19	Untranslate			2	8,69

In translation version, some students translated the word *dibuat* incorectly. The word *dibuat* should be translated to be *were made* not *has made, be made, or is maked.* the acceptable translation given by the students is *"Other significant contribution* ***were made*** *in medicine field"*

Based on the data above, the reseracher found that six (6/23 x 100% =26,08%) students' translation were acceptable. three (3/23 x 100 % = 13,04%) students' translation were less acceptable. fourteen (14/23 x 100 % = 60,86%) students' translation were unacceptable.

To make clear student's score percentage of each item of *voice category*, it can be seen in the next table :

Table 27
Students Score Percentage of Each Item of Voice *Category*

No	Students frequency in answering correct item	Percentage
1	2	8,69 %
2	7	30,43 %
3	6	26,08 %

Mean of the students' score of each item of voice *category*, it can be concluded in the table below :

Table 28
Mean of The Students' Score of Each Item of *Voice Category*

No	Students score in acceptable item (X)	Frequency (f)	F(X)
1	8,69	1	8,69
2	30,43	1	30,43
3	26,08	1	26,08
		3	$\sum fX$ = 65,2

$$Mx = \frac{\sum fX}{N} = \frac{65,2}{3} = 21,73$$

B. Discussion

Based on the data description above, the researcher analyzed students abiity in translating grammatical equivalence. They are number,

gender, person, tense and voice. From the researcher finding above, generally, it was found that the ability of the sixth semester students of English education department of IAIN Bukittinggi in translating grammatical equivalence from Indonesian into English was poor with the mean score is 44,80. The highest of students ability in translating grammatical equivalence is 37,67 in number category. The lowest of students ability in translating grammatical equivalence is 21,73 in tense and voice category.

The researcher concluded that the students' ability in translating number is good. It means that they can translate number category although in different context. On the other hand, students ability in translating grammatical equivalence tense and voice is not good. The student were not able to find the rigth equivalence of the words. Therefore, their translation did not convey the meaning intended by the source sentences then, the students could not deeply attend to the context of sentence which influenced the translation of grammatical equivalence and poor application of translation theory.

Based on the description above, the researcher assumed that translating grammatical equivalence from Indonesian into English by the students' still poor. The students must comprehend both the structure of source and target language well because a translation is not simply a matter of different word choice, but of different grammatical structures as well if different grammatical sturctures in the source language and target

language may remarkable changes in the way the information or message is carried accros.

According to Priyono, a good translator must have sufficient knowledge in the area of the translated materials and must be proficient in both languages[41].

Finally, the finding had supported the theories and finding suggested by expert. The students should do much practice of translation. The students will succseed in conveying intended meaning by the source language by finding equivalent word of two languages and keep the language style of the source language originally.

[41] Priyono, *Lexical Constraints In Translation And Learning English As A Foreign Language In Indonesia*.(www. http://journal.teflin.org) accessed on October 28th 2015

CHAPTER V

CONCLUSION AND SUGGESTION

A. Conclusion

Based on the result of the research, the researcher concluded that students' translation of grammatical equivalence from Indonesian into English at the sixth semester students of English education department was poor with value of mean 44,80. The highest of students ability in translating grammatical equivalence is 37,66 in number category. The lowest of students ability in translating grammatical equivalence is 21,73 in tense and voice category because students cannot translate tense and voice in different context. The students just know one meaning for some of grammatical equivalence. Furthermore, the students could not deeply attend to context of the sentence which influenced the translation of grammatical equivalence and very poor application of translation theory.

The percentage of students score of each item grammatical equivalence was highest with value of mean 37,66 in number category. The lowest of students ability in translating grammatical equivalence is 21,73. Next the highest and lowest percentage of each item which was tested are :

a. For number category, the highest percentage of students ability in translating number is 52,17. Mean of the students' score of

each item number is 37,67. It means that the ability of the students is poor

b. For gender category, the researcher did not find gender category on the text.

c. For person, the highest percentage of students ability is 47, 82. Mean of the students' score of each item person is 31,09. It means that the ability of the students is poor

d. For tense, the highest percentage of students ability is 21,73. Mean of the students' score of each item tense 21,73. It means that the ability of the students is poor

e. For voice, the highest percentage of students ability is 30,43. Mean of the students' score of each item voice 21,73. It means that the ability of the students is poor

B. Suggestion

Relating to the finding of this research,the researcher would like to propose some suggestion as follow:

a. Students

For the students, it is necessary to improve their knowledge and comprehend about the way to translate grammatical equivalene from Indonesian into English. The students should know and understand grammatical equivalence based on used in sentence

context. Especially to make different between number, gender, person, tense and voice.

b. Translation lecturer

The translation lecture should give much practice to the students and explain more detail about how to translate grammatical equivalence from Indonesia into English in different context.

c. The next researcher

The next researcher is suggested to conduct the reserch about students translating grammatical equivalence. The researcher hopes this research can motivate the next researchers to do the relevant study.

REFERENCES

Arikunto.Suharsimi.2003 *Manajemen Penelitian.* Jakarta: Rineke Cipta

Baker, Mona. 1993. *In Other Words: A Coursebook On Translation.* New York: Routledge.

Bell, T. Roger. 1991. *Translation and Translating: Theory and Practice.* Longman, Inc. United State.

Catford.J.C.1965. *A Linguistic Theory of Translation*. London and New York.Routledge

Douglas Brown, 2003 *Language Assesment*: *Principle and Classroom Practice*

Hassal, Timothy. 2012. *Personal Pronoun. (http://bahasakita.com/Personal Pronouns.* accessed on January 8th 2015

Hughes Arthur.1989. *Testing for Language Teachers.* Cambridge: Cambridge University Press

Hornby AS.1975 *Guide to patterns and Usage in English*. Oxford : Oxford University Press

Larson, Mildred L.1984. *Meaning-Based Translation : A Guide to Cross Language Equivalence.* New York : University Press of America Inc

Leonardi, Vanesa. 2000. *Equivalence in Translation: Between Myth and Reality. (http://www.bokorlang.com/journal/14equiv.htm.* Retrieved: on January 8th 2015).

Margono. 2005. *Metode Penelitian Pendidikan* .Jakarta: Rineka Cipta

Munday and Hatim.2004. *Translation : An Advance resource book.* Roudledge: New York

Nababan. *Pengembangan Model Penilaian Kualitas Terjemahan*. Kajian Linguistik dan Sastra, Vol. 24, No. 1, Juni 2012

Newmark, Peter.1988. *A Textbook of Translation.* New York : Prentice Hall

Nida.Eugane.A. 1982. *The Theory and Practice of Translation*. United Bible Societies by E.J Brill Leiden

Priyono. *Lexical Constraints In Translation And Learning English As A Foreign Language In Indonesia.*(www. http://journal.teflin.org) accessed on October 28th 2015

Quirk, Randolf and Sidney GreenBaum.1973. *A University Grammar of English.* England : London Group Limited

Richard et Al. 2002.*Dictionary of Language Teaching and Applied Linguistic. .* 3rd Edition. Pearson Education

Sudijono, Anas.2010.*Pengantar Statistik Pendidikan.*Jakarta. PT Raja Grafindo Persada

Sugiyono.2009. *Metode Penelitian Pendidikan.* Bandung: Alfabeta

Sukmadinata, Nana Syaodih.2009. *metode Penelitian Pendidikan.*Bandung : Rosda

Instruction :

Translate the following Indonesian text into English. Pay attention to their structural equivalence !

Islam dan Ilmu pengetahuan

Ada banyak ilmu yang telah disumbangkan oleh Islam. Pertama, kontribusi Islam dalam bidang Astronomi. Melalui peredaran bulan, umat Islam menentukan awal dan akhir bulan dalam kalender hijriah mereka. Dengan matahari, umat Islam menghitung waktu untuk melakukan sholat dan berpuasa. Dengan cara Astronomi juga, orang Islam bisa menentukan arah kiblat yang tepat untuk menghadap Ka'bah di Makkah saat menunaikan sholat.

Berikutnya dalam Geografi, Quran mendorong orang-orang untuk keliling dunia melihat tanda tanda Tuhan. Pada tahun1166, Al Idrisi, sarjana muslim terkenal yang menjabat di pengadilan Sisilia membuat peta yang sangat akurat, termasuk peta dunia dengan semua benua dan gunung-gunungnya, sungai-sungai dan kota yang terkenal. Al Muqdishi adalah ahli bumi pertama yang membuat peta- peta yang akurat bewarna.

Umat Islam juga telah memberikan kontribusi dalam bidang matematika. Ahli matematika Islam unggul dalam Geometri, seperti dapat dilihat dalam seni grafisnya, dan AL-Biruni yang terkenal (yang juga unggul di bidang sejarah alam, bahkan geologi dan mineralogi) yang membuat trigonometri sebagai cabang yang jelas dari matematika. Ahli matematika Islam lainnya telah membuat kemajuan yang signifikan dalam teori bilangan.

Kontribusi penting lainnya telah dirancang dalam bidang kedokteran, seperti kitab Al-Shifa(buku penyembuhan dan kesehatan masyarakat) punya Ibnu Sina. Ibnu Sina lebih dikenal di Barat dengan nama Avicennna, yang mungkin telah menjadi dokter terbesar hingga era modern. Bukunya yang terkenal, Al Qanun fi al-Tibb, buku teks standar yang dipakai di Eropa selama lebih dari 700 tahun adalah karya Ibnu Sina yang masih dipelajari.

Islam and Science

There were a lot of sciences which were contributed by Islam. First, Islam contribution is in Astronomy. By the moon, muslim determines the beginning and the end of the months in their hijryah calendar. By the sun, the muslim calculates the time for pray and fasting. It is also by means of astronomy that muslims can determine the precise direction of the qiblah, to face the ka'bah in makkah, during sholat.

Next in geography, quran encourages people to travel througthout the earth to see god's signs everywhere. In 1166, Al Idrisi, the well known muslim scholar who served the sicilian court, produced very accurate maps, including a world maps with all the continents and their montains, rivers and famous cities. Al Muqdishi was the first geographer to produce accurate maps in color

Muslim had also contributed in mathematics fields. Muslim mathematics excelled in geometry, as can be seen in their graphich arts, and it was the great AL-Biruni (who is excellent also in the fields of natural history, even geology and mineralogy) who established trigonometry as a distinct branch of mathematics. Other muslim mathematicians made significant progress in number by theory.

Other significant Contribution were made in medicine field, such as Ibnu Sina's kitab Al-Shifa' (book of healing) and in public health. Ibnu Sina, better known to the west as avicenna, was perhaps the greatest physician until the modern era. His famous book, Al Qanun fi al-Tibb, remained a standart textbook even in Europe more than 700 years Ibnu Sina's work is still studied.

Grammatical Equivalene

no	Category	Source Languae	Target Language
1	**Number**	Ada banyak ilmu yang telah disumbangkan oleh Islam	There were a lot sciences which were contributed by Islam
		Quran mendorong orang-orang keliling Dunia melihat tanda- tanda Tuhan	quran encourages people to travel througthout the earth to see god's signs
		termasuk peta dunia dengan semua benua dan gunung-gunungnya, sungai-sungai dan kota yang terkenal	including a world maps with all the continents and their montains, rivers and famous cities
2	**Gender**	**-**	**-**
3	**Person**	umat Islam menentukan awal dan akhir bulan dalam kalender hijriah mereka	muslim determines the beginning and the end of the months in their hijryah calendar.
		Ahli matematika Islam unggul dalam Geometri, seperti dapat dilihat dalam seni grafisnya	Muslim mathematics excelled in geometry, as can be seen in their graphich arts
		Bukunya yang terkenal, Al Qanun fi al-Tibb, buku teks standar yang dipakai di Eropa selama lebih dari 700 tahun	His famous book, Al Qanun fi al-Tibb, remained a standart textbook even in Europe more than 700 years
4	**Tense**	Umat Islam juga telah memberikan kontribusi dalam bidang matematika	Muslim had also contributed in mathematics fields
		Ahli matematika Islam lainnya telah membuat kemajuan yang signifikan dalam teori bilangan.	Other muslim mathematicians made significant progress in number by theory.
5	**Voice**	Ada banyak ilmu yang telah disumbangkan oleh Islam	There were a lot sciences which were contributed by Islam
		seperti dapat dilihat dalam seni grafisnya	As can be seen in their graphich arts
		Kontribusi penting lainnya telah dirancang dalam bidang kedokteran	Other significant Contribution were made in medicine field