STUDENTS' ABILITY IN TRANSLATING THEMATIC STRUCTURE: THEME AND RHEME FROM ENGLISH TO INDONESIAN BY THE SIXTH SEMESTER STUDENTS OF ENGLISH EDUCATION DEPARTMENT OF IAIN BUKITTINGGI 2016/2017

A THESIS

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DEDICATION

To my only GOD

‘God, when I taught it such a pie in the sky

Then U tell me, “keep calm dear, it’s piece of cake”

Great gratitude to the nuclear family

PA (Drs. Satriadi), MA (Dra. Astuti Arief),

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THANKS TO MY AUNTIES AND UNCLE

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Thousands PINK HEARTS to MY ABNORMAL SISTA, HOOBAE & TOMODACHI

MY BARBIES (SIL, BUTET, EA, SUTONG,),

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TO ALL OF MY CLASSMATES OF PBI A ’ 13,

SENIORS AND JUNIORS

THE CHITY-CHATY TOMODACHI

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THE EVERY-SECOND FRIEND

KEITAI NOTU

IN THE END, THE BELOVED
WILL BE ALWAYS BELOVED

-WHEN THE ONE TELL YOU
THAT LIFE IS
ALL ABOUT SWEAT, TEARS AND BLOOD,
THEN THERE MUST BE SOUL OF SUGAR TOO-

ABSTRAK

Yuni Astria: 2313.036. "Kemampuan Mahasiswa dalam menterjemah Struktur Tematik: *Theme* dan *Rheme* dari Bahasa Inggris ke Bahasa Indonesia oleh Mahasiswa Semester VI Jurusan Pendidikan Bahasa Inggris di IAIN Bukittinggi Tahun Ajaran 2016/2017". Skripsi, Institut Agama Islam Negeri (IAIN) Bukittinggi.

Penelitian ini berlatar belakang pada peneliti yang menemukan beberapa masalah ketika siswa menterjemah bahasa Inggris ke bahasa Indonesia berdasarkan struktur tematik*: theme dan rheme*. Pada tes awal di kelas terjemah, peneliti menemukan masalah dimana siswa tidak memahami struktur tematik dan tidak dapat mengidentifikasi *theme* dari Bahasa Inggris ke Bahasa Indonesia karena siswa menganggap bahwa *Theme dan Rheme* hanyalah subjek dan prediket. Berdasarkan phenomena tersebut, peneliti melakukan penelitian guna mengetahui kemampuan mahasiswa dalam menterjemah struktur tematik: *theme dan rheme* dari bahasa Inggris ke bahasa Indonesia oleh mahasiswa semester enam jurusan pendidikan bahasa Inggris di IAIN Bukkittinggi 2016/2017.

Bentuk penelitian ini adalah deskriptif kuantitatian. Responden dari penelitian ini adalah mahasiswa semester enam IAIN Bukittinggi 2016/2017. Peneliti menggunakan sampel acak dengan mengambil 20% dari seluruh kelas sebagai sampel penelitian. Sampel terdiri dari 6 orang perkelas dengan jumlah seluruh sampel adalah 24 orang dari kelas A, B, C, dan D. Sementara itu, teknik pengumpulan data melalui test menterjemah dari bahasa Inggris ke bahasa Indonesia yang terdiri dari 6 kalimat.

Setelah analisa data dilakukan, peneliti memperoleh data berdasarkan kriteria keakuratan: tidak ada satupun dari mahasiswa yang tergolong sangat baik dalam menterjemah, 7 orang mahasiswa dengan persentase 29% tergolong level baik, 6 orang mahasiswa (25%) tergolong cukup baik dan 11 orang (46%) tergolong pada kategori rendah. Sedangkan, berdasarkan kriteria keberterimaan terjemahan tetap tidak ada mahasiswa yang tergolong sangat baik dalam menterjemah, 5 orang mahasiswa dengan persentase 21% tergolong level baik, 3 orang mahasiswa (12%) tergolong kriteria cukup baik, dan 16 orang mahasiswa (67%) tergolong kriteria rendah dalam menterjemahkan teks bahasa Indonesia ke teks bahasa Inggris. Jadi, dapat disimpulkan bahwa mahasiswa telah memperoleh level rendah dalam menterjemah *theme dan rheme* berdasarkan kriteria keakuratan, begitu pula dalam kriteria keberterimaan.

Kata Kunci: Struktur Tematik: theme dan rheme, Terjemah, Bahasa Inggris ke Bahasa Indonesia.

ABSTRACT

Yuni Astria: 2313.036, "Students' Ability in Translating Thematic Structure: Theme And Rheme from English To Indonesian by the Sixth Semester Students of English Education Department of IAIN Bukittinggi 2016/2017". A Thesis, State Islamic Institute Bukittinggi (IAIN).

This research was done because the researcher found the several problems in students' translation from English into Indonesian based on thematic structure: theme and rheme. Based on preliminary test on translation course the researcher found that some students did not comprehend about thematic structure and failed in translating, identifying the themes from English into Indonesian since the students consider that theme and rheme are only about subject and predicate. Due to this phenomenon, the researcher executed the research in order to know about students' ability in translating thematic structure: theme and rheme from English into Indonesian by the sixth semester of English Education Department at IAIN Bukittinggi 2016/2017.

The design of this research was descriptive quantitative. The respondents of the research were at the sixth semester in IAIN Bukittinggi 2016/2017. The researcher used random sampling by taking 20% from all classes as the sample. Therefore, the researcher took 24 students as the sample which consist of students A, B, C, and D, while technique of data aggregation were the translation test, a test that consisted of 6 sentences from English into Indonesian.

The finding reveals that there was no student who categorized into excellent level , 7 students with the percentage 29% who were categorized into good level, 6 students (25%) who were categorized into fair level and 11 students (46%) who were categorized into poor level. Meanwhile, based on the acceptability criteria there was also no students categorized into excellent level, 5 students with the percentage 21% who were categorized into good level, 3 students (12%) who were categorized into fair level, and 16 students (67%) who were categorized into poor level in translating English into Indonesian. Hence, based on criteria of accuracy can be concluded that the students were poor level and based on acceptability category the students were poor also in translating theme and rheme from English into Indonesian.

Keyword: Thematic structure:theme and rheme, Translation, English into Indonesian.

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CHAPTER I



CHAPTER I

INTRODUCTION

A. Background of the Problem

In learning English as foreign language (EFL), the students are used to translate from English to their mother tongue or vice versa. The students are faced by every skill that coerce them to translate from source language (SL)into target language (TL) in writing, speaking, reading and listening. The more complex problem comes to those who learn English as professional, since English is the one of lingua franca in international education, trade and overwhelm almost every aspect in life. As Basil and Hatim state translation is a phenomenon that has a huge effect on everyday life. This can range from the translation of a key international treaty to the following multilingual poster that welcomes customers to a small restaurant near to the home.[1]This circumstance emphasizes the significance of translation in learning foreign language notably English. Inability to translate from source language to target language is the connotation of the inability to learn the new language, since translation is inconsequential thing.

[1]H Basil, J Munday. *Translation: An Advanced Resource Book,* New York; Routledge Group, 2004, P. 03

Students surely had the translation ability in order to comprehend what teachers or lecturers taught and they were able to respond or give the feedback when being appreciated by the lecturers. It became a matter if students do not comprehend the materials of listening and reading which one is provided by teachers or lecturers merely since the lack of translation ability of the students. This case may also become worse influence on students' speaking and writing skill.

Translation does not only affect receptive skill but also to productive skill. Despite of the fact that English is separated into receptive and productive skill in general education, the translation has different method of translating a language in both productive speaking and writing skill. While speaking is the reproduction of speech sound, writing is not. Halliday asserts that writing is not the representation of speech sound. Although every writing system is related to the sound system of its language in systematic and non-random ways (exactly how the two are related varies from one language to another), the relationship is not a direct one.[2] Prescriptively, the translation encompasses every inch of the skill and aspect in language which become the evidence that translation is not a spontaneous features but a process in transferring from one to another language as necessary as the explicit and the implicit meaning, and absolutely

[2] Halliday M.A.K, *An Introduction to Functional Grammar: 3rd Edition*, New York; Oxford University Press Inc, 2004, P. 07

the message. It means that translation is not simply through of changing the form and yet settle in the equivalence of meaning precisely.

There are several considerations to decide translate as form and the equivalent of meaning and the message. The translator must be circumspect in translating. Such those different characters to avoid the unfitting meaning and message of the source and target language. Eugene and Charles state that each language has its own genius. That is to say, each language possesses certain distinctive characteristics which give it special characters.[3] It means that the translator should understand several aspects of source and target language such the habitual, culture and manner. For instance, the one who work hard to fulfil their and family's requirement which is called "tulang punggung", in Indonesian is translated into "bread-winner" in English.

From the preceding matter, the translators have to realize that there is a feature as necessary to the form, the message and the equivalence of meaning, the unstable of information. Enkvist declares that a translator should be aware not only of cognitive meanings and basic syntactic structures in his text, but also of its information dynamics. Such an awareness does not necessarily imply theoretical sophistication in linguistics, or an ability to analyze sentences into themes, rhemes, and locally marked or unmarked elements. Here to translator

[3]E.A.Nida, Charles R. Taber, *The Theory and Practice of Translation*, Leiden; United Bible Societies, 1982, P. 03-04

must rely on intuition and sprachgefuhi–the instinctive or intuitive grasp of the natural idiom of a language. Nevertheless, in situation where theory may be of help, even in defining problem rather than in solving them, it should not be avoided.[4]To have acknowledge of unique characteristic of each language, the translator have to understand the current and literature habitual of the source and target language by re-new the translator's information.

In translation, the students not only faced the challenge to maintaining the genuine message but also the thematic structure of its own message. As started previous pages, that the language has their own genius, as well for thematic structure especially theme and rheme. That is the reason have different opinions about thematic structure. One of them combine thematic structure with information and other is not. It depends on its language form, if the thematic structure of language is separated with its language information structure or not.

Thematic structure: theme and rheme are existed to show and to control the "information flow" on the clause as a message through textual strategy. Baker states that the discussion or word order as a textual strategy (rather than grammatical feature) and explore a number of ways in which its role in controlling information flow can be explained.[5] Theme-rheme is basically one point of view in thematic structure within clause as a message.

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[4]M. Baker, *In Others Words A CourseBook On Translation*, London; Routledge Group, 1995, P.119

[5]Ibid.

Theme and rheme are the part of a clause as message that one constructed in a structure, thematic structure. The thematic structure is structure which loads the line of meaning that linked with clause as a message. As Halliday states that as a message structure, therefore, a clause consists of a theme accompanied by a rheme.[6] Theme and rheme is the more detailed part of thematic structure in clause as a message. Clause as a message might be examined through two types structure, they are thematic and information structure. The experts have their own opinion about those structures. In different approaches, a linguist considered this structure to be combined –Hallidayan and the one else did not –Prague School. Theme and rheme generally terms of clause as a message which include thematic structure to an approach, Hallidayan. The different unique genius of language –especially English and Indonesian– is one of the causes of the different opinions between these two approaches of the experts.

In English, theme and rheme which one part of thematic structure are not absolutely same as subject and predicate. If in the sentence structure subject and predicate are merely learnt to understand the genius of language, theme and rheme are more complicated than it seems generally.That is the reason why the researcher believe that it is important to be raised.

[6]Halliday M.A.K, *loc.cit.*

Based on the preliminary study at the sixth semester students of English Education Department at IAIN Bukittinggi, the researcher found that the students had some problems about identify theme and rheme in translating English into Indonesian. The problems were: the students' failure in translating the theme and rheme of a clause in sentence and the text, the students did not comprehend about thematic structure of the text, the students did not understand about the role of theme and rheme of the text.

The first problem was the students' failure in identify the theme and rheme of a clause in sentence and the text.Theme and rheme are not merely just subject and predicate. The fact, theme and rheme in thematic structure may include the component other than subject and predicate. That is why the students do not get the point of the text.

The second problems was the students do not comprehend about thematic structure of the clause as a message in the text. It means the students just translated the text and belittled the unique genius of the languagein the text without understandthethematic structure of the text. It means the students did not aware that thesentence structure of target textand source text is different.

The last problem was the students did not understand about the role of theme and rheme of the text.It means, the students could not identify theme and rheme that impacted to different meaning of theme and rheme in target text that

caused the extremely different meaning between source and target language. They just read the source text without tried to identify the theme.

By the preceding description, it is sensible reason to do a research about thematic structure: theme and rheme in translating English into Indonesian. Hence, the researcher decided to conduct a research under the title ***"Students' Ability in Translating Thematic Structure: Theme And Rheme from English to Indonesian by the Sixth Semester Students Of English Education Department Of IAIN Bukittinggi 2016/2017"***

B. Identification of the Problem

Based on the aformentioned background of the problem, there are some problems which could be identified by researcherin students' thematic structure: theme and rheme in translating English into Indonesian by fifth semester students of English Department in IAIN Bukittinggi:

1. The students failed in translating the theme and rheme of a clause in sentence and the text.
2. The students did not comprehend about thematic structure of the clause as a message in the text.
3. The students did not understand about the role of theme and rheme of the text.

C. Limitation of the Problem

Based on the identification of the problem above, the problems were limited into the students' thematic structure: theme and rheme in the translating English into Indonesian by the sixth semester students of English Education Department in IAIN Bukittinggi academic year 2016/2017. The college students were chosen because the fact that Thematic structure: Theme and Rheme is taught in university or college level not in high school level.

D. Formulation of the research

By the limitation above, the problems would be formulated to following questions:

1. What are the students' ability at thematic structure: theme and rheme in translating English into Indonesian?
2. What are the levels of students' translation based on the thematic structure: theme and rheme from English into Indonesian?

E. Purpose of the Reseach

There would be some purposes in conducting this research, they are:

1. To know students' ability atthematic structure: theme and rheme in translating English into Indonesian.

2. To figure out levels of students'in translating based on the thematic structure: theme and rheme from English into Indonesian.

F. Significance of the Research

It is hoped that the research finding would give contribution to:

1) For the students, it could help the students in translating English to Indonesian based on thematic structure: theme and rheme.

2) For the lecturer, it could be used as a reference in teaching translation, especially in teaching thematic structure: theme and rheme from English into Indonesian.
3) For researcher, it could be more knowledge and experience through this research and it as the requirements to obtain strata one degree.
4) For the next researchers, it could help the other researchers in doing research, especially about translation research.

G. Definition of the Key Terms

Base on the elucidation, here are some key terms:

1. Translation means convey a message from one to another languages by consider the unique characteristic of each languages.
2. Thematic structure is the structure on the form term which organized thematically.
3. Theme and rheme refers to the other name of subject-predicate in particular clause.

CHAPTER II



CHAPTER II

REVIEW OF RELATED LITERATUR

A. Review of the Related Theories

There are several relevant theories which clarify about translation and thematic structure

1. The nature of translation

a. Definition of translation

Most of the linguist credence that translation cannot be sundered by few glossary as change form, replacement and transference from a language as source language (SL) to another as target language (TL). As Midred states that translation is basically change of form. When we speak of the form of a language, we are referring to the actual words, phrases, clauses, sentences, paragraphs, etc., which are spoken or written. These forms are referred to as the surface structure of a language.[7] It means that structure is what the translators should take attention for send the message into target language as on the source language.

[7] M. l , Larson, *op.cit.*,P.3

Despite the form changing, the translator may consider the equivalent between the source language and receptor languange. According to Catford, translation may be defined as replacement of textual material in one language (SL) by equivalent textual material in another (TL).[8] It means that translation is the source language substitution for the target language without disunite the equivalent of the both language. Newmark goes along with states that translation is transference, where the source language (SL) word oridiom or collocation or cultural or institutional term is already more orless rooted in the target language (TL), provided the term has not yet changed its meaning.[9] It elucidates about the preceding theory about what textual material is –which is word, idiom, collocation, etc. are part of the textual material itself.

By the preceding relevant theories, it is clear that as the good translator, the students must have ability to substitute the equivalent of structure and message to target language as on the source language. It means that the students must understand not only the structure but also the message of the source language and mold it to target language as well as in source language.

[8] J. c. Catford, *A linguistic theory of translation* ,(Oxford University press, 1978),p.20
[9] P. Newmark, *About translation multilingual matters(series),* (Longdunn press,1996),P.2

b. Types of translation

There are more than a few linguist who distinct translation into several types as Larson, Jakobson, and Catford. The linguist have their own dissimilar concept about translation and the types. As the one of famous linguist, Catford, clarifies some general types of translation into several parts.[10] These are the types below:

1) The extent of translation

This type assert on the stretch of language in source language which is submitted to the translation process. Extent of translation segmented into:

a) Full translation.

In this translation the entire text is submitted to the translation process: that is, every part of the SL text is replaced by TL text material. For example, in Indonesian: *saya sedang makan rendang.* In English would be: I'm eating the caramelized meat.

b) Partial translation

Partial translation means some part or parts of the SL text are left untranslated: they are simply transferred to and incorporated in the TL text. The parts of SL text may regarded

[10] J. c. Catford, *op.cit.*,p.21

as ‘untraslatable’ or for deliberate purpose of introducing ‘local colour’ into the TL text. For example: *saya sedang makan rendang* in Indonesian, in English would be I’m eating *rendang.*

2) The levels of translation

This translation involving the levels of language which related into:

a) Total translation

This translation is defined as replacement of SL grammar and lexis by equivalent TL grammar and lexis with consequential replacement of SL phonology/graphology by (non-equivalent) TL phonology/graphology. It means what is most usually meant by ‘translation’.

b) Restricted translation

Restricted translation means that replacement of SL textual material by equivalent TL textual material. In only one level, this translation performed only at the

phonological or at the graphological level, or only at one of the two levels of grammar and lexis.

3) The ranks of translation

It relates to the rank in a grammatical hierarchy at which translation equivalent is established.

a) Rank-bound translation

An attempt is made always to select TL equivalent at same rank, e.g. word. a word-rank-bound translation is useful for certain purposes, for instance, in for illustrating in a crude way differences between the SL and the TL in structure of higher-rank units –as in some kinds of interlinear translation of the texts in 'exotic' languages. It means this translation may applied in point out the language genius or the unique of languages.

Often, however rank-bound translation is 'bad' translation, in that it involves using TL equivalents which are not appropriate to their location in the TL text, and which are not justified by the interchangeability of SL and TL texts in one and the same situation.

b) Unbounded translation

> Among free, literal and word-for-word translation, a free translation is always unbounded-equivalences shunt up and down the rank scale, but tend to be a higher ranks-sometimes between larger units than the sentence. One notable point, however, is that literal translation, like word-for-word, tends to remain lexically word-for-word, i.e. to use the highest (unconditioned) probability lexical equivalent for each lexical item. Lexical adaptation to TL collocational or 'idiomatic' requirements seems to be characteristic of free translation, as in this example:
>
> SL: *Oh, tidak masalah!*
>
> TL: Oh, no problem! (word-for-word)
>
> Oh, no matter! (literal)
>
> Uh, never mind! (free)

In his paper, 'On Linguistic Aspects of Translation', the Russo–American linguist Roman Jakobson makes avery important distinction between three types of translation:[11]

1) Intralingual translation or rewording

[11] S, Bassnet. *Translation Studies.* (New York: Routledge, 2002)P.23

This translation is an interpretation of verbal signs by means of other signs in the same language. Translation within the same language, which can involve rewording or paraphrase. it purposes to give an comprehension to someone else about a word, for example as oxford dictionary. The translator may utter the synonym or the explanation of a word.

2) Interlingual translation or translation proper

It is an interpretation of verbal signs by means of some others language. Translation proper describes the process of transfer from SL to TL, Translation from one language to another, for instance English to Indonesian.

3) Intersemiotic translation or transmutation

It is an interpretation of verbal signs by means of signs of nonverbal sign systems. Translation of the verbal sign by a non-verbal sign, for example sign language or image.

On the other hand, Milred L. Larson divides translation in two types.[12] Those types of translation are:

[12] M. l, Larson, *op cit.*,P.15

1) Form- based translation

This type known as literal translation and try to match the form of the source language into target language. Literal translation is interlinear translation which is lead the translator with the form line by line. If there are two languages are related, the literal translation can often be understood since the general grammatical form may be similar.

For instance, when a translator attempts to translate a sentence in English: she goes to the chamber!, the translator produce the sentence into Indonesian as : *dia (perempuan) pergi keruangan itu*!. The speaker of the target language may comprehend the meaning line by line of the form.

2) Meaning- based translation

Meaning based of the translation makes every effort communicate the meaning of the source text into target text in the natural forms of the receptor language. Such translation is called idiomatic translation. A truly idiomatic translation doesn't sound like a translation, this translation use the natural form of the receptor language but the idiomatic translation both

in the grammatical construction and the choice of the lexical meaning.

For instance, in English: just having fun guys! If a translator translate it literally In Indonesian would be: *hanya dapatkan kegembiraan kawan-kawan!*, but idiomatically it would be: *bergembiralah kawan!*.

c. The principles of translation

The translators are demanded to be able to utter the TL as candid as possible the SL. These aspect below are the crucial thing to be sundered in translation, as Alexander Fraser Tytler published a book under the title *The Principles of Translation,*[13]on the volume Tytler sets up three general principles:

1) The translation should give a complete transcript of the idea of the original work. It means, if a translators want to translate a novels or books, the idea that the TL readers get is what the source language writers tries to imply on.
2) The style and manner of writing should be of the same character with that of the original.it means a specific text or book should be translated as what it should be, for example a translated business book must be understood by the business man of the TL, in this element the equivalent is absolutely important.
3) The translation should have all the ease of the original composition. It means a book or text should be translated in appropriate structure and meaning in TL as in SL.

[13] J, Munday, *Introducing Translation Studies,* (Routledge,2001),P.26

The preceding principles are significant to be considered by the translators to send the message from the SL to the TL as well as the structure and equivalent properly.

Newmark also clarifies "A general principle of closeness in translation is that normal or natural social usage must be rendered by its normal, equally frequent equivalent in any text, in an authoritative text, both innovation or cliché should be reproduced (both to the same degree of deviation from normal usage in TL as in SL); but they should be replaced by normal usage, neat and unobtrusive, in any non-authoritative text."[14] It means that in translating the SL to the TL, There must be closeness in the translating process. The translators may contemplate the equivalent in both SL and TL which is enable the translator to aptly send the message from SL to TL, even the improvisation and truism of the author must be sent to the reader by the translators. Nonetheless, the endeavor will be better if parallel with the natural replacement from the SL to the TL.

These expert theories above make clear that the corroborative principles the equivalent is big deal. The closeness in style, manner and

[14]P. Newmark, *About translation multilingual matters(series),* (Longdunn press,1996),P.4

idea between SL and TL are the decisive aspect to be mulled as translator.

d. Subtractions of Translation

To be the ace translator, the 'flawless' translation is a must. Nevertheless, in learning process, the detraction and subtraction in translation are unavoidable for students. Eugene divides the subtraction into seven parts below.[15] The subtractions are:

1) Repetitions.

Semantic doublets may be quite acceptable in some languages; in fact, they are required in certain instances. In other languages, however, they may be not only tautological, but even misleading. In this case, not all repetitions consist of doublets.

Doublets: 'yes, I see', 'explain and clarify'.

Repetition: 'really, really'

In episodic, repetitions are used in stressing and emphasis. Yet in many languages it must be omitted or replaced by a term that intensify.

Repletion: I love it, truly love it!

[15] E, a, Nida. *Toward a science of translating.* (Leiden:Ntherlands,1964) P.231

Equivalent: I absolutely love it!

2) Specification of reference.

In translation, some addition of elements which serve to make the reference to participants which more exact and explicit is required. However, the reserve situation also occurs, for reference is not expressed in the same way in all languages. In some languages, for example, the repetition of a proper name in two closely related sentences may be misleading.

3) Conjunction.

Two principal types of conjunctions are lost, namely, those associated with hypotactic constructions (and hence lost when the structure is shifted from hypotactic to paratactic sequences), and those which link co-ordinates, elements often combined without conjunctions, either in appositional relationships. For example: ‘Grace and Tania and Randi’ becomes ‘Grace, Tania, Randi.’

4) Transitional.

If in Indonesian ‘terlebih lagi’ would be translated as ‘additionally’. Occasionally this transitional would be effective as ‘moreover, further’, but in many contexts it is better simply to omit it. It means in some cases it is possible to use transitional, but on the others it is better to change with the effective one or delete it.

5) Categories.

Some translators necessitate all categories in the original be fully reflected in the receptor-language text has resulted in some very awkward translation. It means they are used to translate the SL to TL unnaturally.

6) Vocative.

Every languages have unique ways in calling to people, but in some languages there is no means by which one may directly address another in a polite form. For example:

In English: ‘Nancy said to her friends: gals, herewe are’

In Indonesian: ‘Nancy berkata pada teman-temannya bahwa: teman, kita sudah sampai’

7) Formulae.

A number of formulae in SL are relatively meaningless in TL. In some languages treat formulae as meaningless. For example, by Him, by the God'.

e. Methods of Translation

In good translation there are several aspects which deserve to be considered. One of them is the methods of translation. In his book, Newmark claims that in translation there are eight methods which proper to be mulled.[16]They are:

1) Word-for-word translation

In this translation, the TL is closed upon the SL as interlinear translation. To understand the way in which the source language works and to interpret the difficult test is the intention of this method.

2) Literal translation

This translation is not equivalent even though the TL and SL structure are close.

3) Faithful translation

[16] P, Newmark. *Textbook of Translation.*(New York: Prentice-Hall International 1988), P.45

The text is transferred with focus on the appropriate authentic meaning beside the grammar.

4) Semantic translation

This translation focus on the art of the language that differs it from faithful translation.

5) Adaptation

In literature translation the translator usually exert this method such poem, poetry, comedies and others. The poem which translated word by word may lead the translator to deficient adaptation.

6) Free translation

Unlike the other methods, this method indifference to every equivalence aspect in translate SL to TL. Intra lingual translation is a circumstance which a translator reword a text longer than the original.

7) Idiomatic translation

The sense of meaning is the essential in idiomatic meaning. Despite this accomplish the equivalent of meaning, this method tend to evade the grammar.

8) Communicative translation

Form and meaning are the most heed aspect in this translation and the enable the reader to understand the meaning.

From the partials above, Newmark divides translation into several methods. Those several methods are deserve to be considered by the translators to achieve good translation. Each aspects above may have plus and minus in translating. That's the reason why the translators should know that translation is not only transferring form but also substitute the meaning.

2. The nature of thematic structure

a. Definition of thematic structure

To be good translator, equivalence is necessary in transferring SL to TL. Not only notice on the meaning but also the structure of the clause and sentence are considered in process of translation. There are two types of structure of clause as message in textual equivalence, they are thematic and information structure. As Halliday states on Baker's *In Other Words* "Clause as a message can be analyzed in terms of two types of structure: thematic structure and formation structure."[17] It means that there are two structures in clause as message which form the clause into theme and rheme.

As the name, clause as message is utilize as a message which is the thematic structure as the formation. Halliday utters "The clause, in this function, is organized as a message; so in addition to its structure in transitivity and in mood, it also has structure as a message, what is known as a 'thematic structure'."[18] It intends that in the function of clause and the complement the clause are formed by the structure which is called thematic structure.

[17]M. Baker, *op.cit.*
[18] M.A.K. Halliday, J. Webster. *On Grammar*.(British Library,London:2005)P.4

Thematic structure as theme and rheme seems trivial for students as translator. Up till know, thematic structure considered merely as subject and predicate structure. Nevertheless, theme and rheme are not merely subject and predicate. As the writer quotes from Halliday's that the theme systems are those concerned with the organization of the clause as a messageits structure in terms of a theme and a remainder (known as the rheme), and a wide range of thematic.

b. Types of thematic structure

Thematic structure generally divided in Halliday's volume as three parts.[19] The three types are textually, interpersonally, and experientially. They are:

1) Textually, the clause presents a message as a new turn in respond to a query concerned with an English word that has just been queried; the Theme of the message. The topical Theme established in this clause is maintained as the Theme of the next clause and is elaborated further within the Rheme. It means that in some case the theme may be consisted in the rheme of sentence which is have clause as

[19]M.A.K. Halliday, C.M.I.M.Matthiessen. *An Introduction to Functional Grammar*.(Oxford University Press Inc., New York:2004). P.169

message on it. It seems on figure 2.1 on the several next page.

2) Interpersonally, the clause enacts a proposition, a consultative statement that is explicitly addressed to a particular person. The ‘nub of the argument’ is realized by the Subject of clause and the Finite fixes it as ‘present’ in relation to the now of speaking. It means in this clause use different form which is different from theme and rheme that will be elucidated.
3) Experientially, the clause construes a quantum of change as a figure, or configuration of a process, participants involved in it and any attendant circumstances. In the example, the clause construes a relationship of signification between a word and its meaning. In this case, the clause has different function from the aforentioned types. This clause shows the structure with token, process, and value. As on figure 2.1.

Figure 2.1

Clause with three metafunctional lines of meaning

	Well,	*usually*	means		mostly,	doesn't	it,	Mary?
textual	Theme		Rheme					
	textual	topical						
interpersonal		Mood		Residue		Mood tag		Vocative
		Subject	Finite	Predicator	Complement	Finite	Subject	
experiential		Token	Process		Value			
syntagm:	conjunction group	adverbial group	verbal group		adverbial group	verbal group	nominal group	nominal group

Activate Windows

Source: M.A.K. Halliday, C.M.I.M.Matthiessen. *An Introduction to Functional Grammar*

1) Theme and Rheme

In thematic structure, textually, the theme followed by the rheme; which is the rheme explain what the theme is about. As a message structure, therefore, a clause consists of a Theme accompanied by a Rheme; and the structure is expressed by the order — whatever is chosen as the Theme is put first.[20]

Although like Subject, Theme is not a new concept – in fact, if anything, it is an older concept than Subject– its discussion in modern linguistics is still surrounded by unresolved problems.

[20] *ibid*. P.65

Theme is that which occupies a specific position in the sequence of elements in some unit type(s); unlike the English Subject, here we find no ‘‘associated’’ features with morphological markings, such as case and concord.[21] It means, despite theme is always put early than rheme, it doesn’t mean that theme is absolutely subject as in a text. Not as subject, the appropriate and reliable form of noun or pronoun are not a must.

As Wignel also explicate thatIn English the Theme can be identified as that or those element(s) whichcome(s) first in the clause. This represents the point of departure of this message from the previous one.The rest of the clause is called the *Rheme*. New information is typically contained in the Rheme.[22] It defenses the former statement that clause as a messagetreat theme and rheme not same as subject and predicate. Moreover, it elucidate that rheme may include the predicate, object and the complement.

Theme and rheme have their own purposes which may lead the reader or listener to be able to obtain the information from this structure. In theme position, it imply to the listener that theme is what the writer or speaker talking about in the text. On the other

[21]R.Hasan, P.H. Fries. *On Subject and Theme A Discourse Functional Perspective.* (John Benjamins Publishing, USA:1997).p.26

[22] W. Garot: *Making Sense of Functional Grammar*.(Sydney: Gerd Staler, 1994).P.83

hand, the rheme is what the writer or speaker want to allot to the receptor one and explain about the theme. The match between theme and rheme may arrange the text as sophisticating information.

As wignel states that Theme, is broadly speaking, what the clause is going to be about.or in termsof Theme and Rheme, Theme represents 'This is what I'm talking about' and the Rheme is 'This is what I'm saying about it'. In terms of looking at a clause as a message, the Theme looks backwards, relating the current message to what has gone before. The Rheme points both backwards and forwards by picking up on information which is already available and adding to it by presenting information which was not there before. The interaction of Theme and Rheme governs how the information in a text develops.[23]

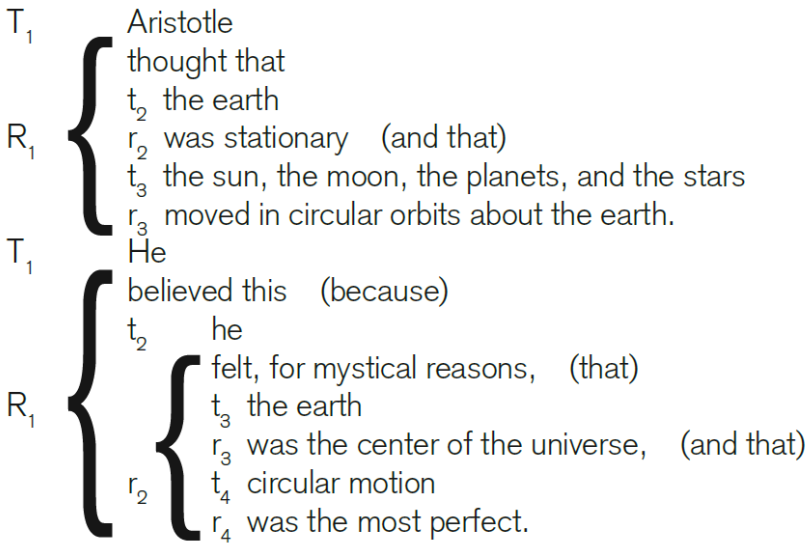
Mona also admit that the rheme is what thespeaker says about the theme. It is the goal of discourse. As such, it is the mostimportant element in the structure of the clause as a message because it representsthe very information that the speaker wants to convey to the hearer. It is the rhemethat fulfils the communicative

[23]Ibid.

purpose of the utterance.[24] It means that theme always be initial of the sentence and rheme is the following. As on this following picture 1).1 on Baker's In Other Word.

Figure 2.2

Theme and Rheme



Source: *Mona Baker,in other word: a course book on translation, 2nd edition.*

2) Types of Theme

In this context, Mailhot distinguish four themes which divide the legal decisions into thematic segments, based on the experimental work of judge:[25]

[24] M. Baker, *op.cit.*

[25] A. Farzindar, G. Lapalme. *The Use of Thematic structure and Concept Identification for Legal Text Summarization* (Universit´e de Montr´eal, Qu´ebec, Canada)

a) Introduction describes the situation before the court and answers these questions: who? did what? to whom?
b) Context explains the facts in chronological order, or by description. It recomposes the story from the facts and events between the parties and findings of credibility on the disputed facts.
c) Juridical Analysis describes the comments of the judge and finding of facts, and the application of the law to the facts as found. For the legal expert this section of judgment is the most important part because it gives a solution to the problem of the parties and leads the judgment to a conclusion.
d) Conclusion expresses the disposition which is the final part of a decision containing the information about what is decided by the court.

Halliday (1985, p. 54) categorized the elements which occur in initial position of the clause as follows:[26]

a) Topical theme which is presented by a nominal group (e.g., everyone), a prepositional phrase (e.g., with ships

[26] M. Khedri1, S.F. Ebrahimi. *The Essence of Thematic Structures in the Academic Translated Texts.* (University Putra Malaysia:2012)

continually at sea), or an adverbial group (e.g., by the middle of 15th century).

e.g: Lalisa flip her blanket on the bed.

b) Interpersonal theme which consists of any combination of vocatives (direct addresses such as: personal names), modal adjuncts and mood marking elements (finite verbal operator (temporal & modal), WH-interrogatives and imperative *let's*.

e.g: Let's go to the jungle, gals!

c) Textual theme that includes continuatives (small set of discourse items which signal that a new move is beginning, such as: yes, no, oh…), structural elements (coordinates & subordinates) and conjunctive adjuncts which relate the clause to the preceding texts (e.g., in other words).

e.g: because of her, I got blame for everything.

Sakti, on his thesis, state that in declarative clause, there are what Halliday say as Unmarked and Marked Theme. Unmarked Theme is a Theme that functions as Subject and Marked Theme is a Theme that functions as something other than the Subject.[27]It means that in clause as declarative, the theme is divided to these parts. They

[27] R,B. Sakti, *A Thematic Structure Analysis Of The English - Bahasa Indonesia Translational 2012 Film Texts*(Yogyakarta State University,2014)

are marked and unmarked theme which have different function on each other. Known as the subject in clause is the unmarked theme. On the other hand, the marked theme is placed as the other than subject.

For example:

Marked :We break the rules

Unmarked : Happily, he unwarp the presents

According to Halliday, there are three types of marked theme in English especially. The case that marked theme is one of parts which is not the subject. The types are:[28]

a. Fronted Theme.

Fronting involves 'the achievement of marked theme by moving into initial position an item which is otherwise unusual there'. It means that the fronted theme is part of marked theme which is 'the parts except-subject' placed on the front of the sentence or clause.

(a) Fronting of time or place adjunct

[28]M. Baker, *op.cit.*

This is a marked structure, but it is not highly marked because adverbials are fairly mobile elements in English.

(b) Fronting of object or complement

The fronting of objects and complements is much more marked than the fronting of adjuncts in English because objects and complements are fairly restricted in position. Note that, unlike fronting, using the passive voice allows the speaker to select as theme what would have been the object of an active clause without making it marked. Fronting the object, on the other hand, foregrounds it and gives it local prominence.

(c) Fronting of predicator.

This is the most marked of all thematic choices in English. In addition to fronting the predicator, this choice also involves re-arranging other clause elements and adjusting the form of the verbal group. Authentic examples are hard to find because fronted predicators are rather uncommon in English.

Both predicated and identifying themes are often associated with implicit contrast. They tend to imply that the item in theme position (in the case of predicated themes)or the

item in rheme position (in the case of identifying themes) is chosen from a set of possible items as the one worthy of the hearer's or reader's attention.

b. Predicated Theme.

Predicating a theme involves using an *it*-structure (also called a cleft structure) to place an element near the beginning of the clause, Apart from conjunctions and disjuncts which we have decided not to take into account for our current purposes, this is the only instance in which the theme of the clause is not the element that occurs in initial position.

c. Identifying Theme.

Identifying themes are very similar to predicated themes. Instead of using *It* (a cleft structure), an identifying theme places an element in theme position by turning it into a nominalization using a *wh*-structure (called a pseudo-cleft structure).

On the preceding study, it clears that predicated and identifying theme are not crucial in English. Since the structure is

not out of the common English, but fronted theme tend to rarely used in English. Fronted theme may be used in English, it seems from the structure that may grammatically true. But in daily English, it tend to restrictive word order.

3) Functions of Theme

As Hallidayan overview, the theme is what the clause is about. It has two functions: [29]

a) It acts as a point of orientation by connecting back to previous stretches of discourse and thereby maintaining a coherent point of view.

b) It acts as a point of departure by connecting forward and contributing to the development of later stretches.

Besides Halliday, other scholars such as Brown and Yule regard the theme as a formal category in the analysis of sentences or clauses in a complex or compound sentence. For Brown and Yule, Theme is not only the starting point of the message, but it also has a role of connecting to what has been said. They assume that it is the left-most constituent of the sentence which has two important functions:[30]

[29]M. Baker, *op.cit.*
[30] M. Khedri1, S.F. Ebrahimi. *Op.cit.*

a) It maintains a coherent point of view by connecting back and linking into the previous discourse.
b) It serves as a point of departure for the further development of the discourse

B. Relevant Studies

Considering the importance of translation in language learning, there are many studies have been done in order to improve translation ability. In this research researcher only states three of them. One of them is the study conducted by Rangga Buana Sakti (2014) entitled "A Thematic Structure Analysis of The English - Bahasa Indonesia Translational *2012* Film Texts". The problems of his research were the movie dialogues consists of a wide range variations of Themes that almost completely cover all Theme features of the three kinds of Theme that are *textual*, *interpersonal*, and *topical Theme*. Second, it is because between the original movie dialogues and their subtitles, there are a large amount of different thematic realizations. The differences may be caused by adjustments or even mistranslation. This then may cause some problems in the meaning transfer. Third, it is because this film won many awards from Oscar, and Golden Globe as the best film, best director, etc.. He conducted the research by using descriptive qualitative research in collecting the data.

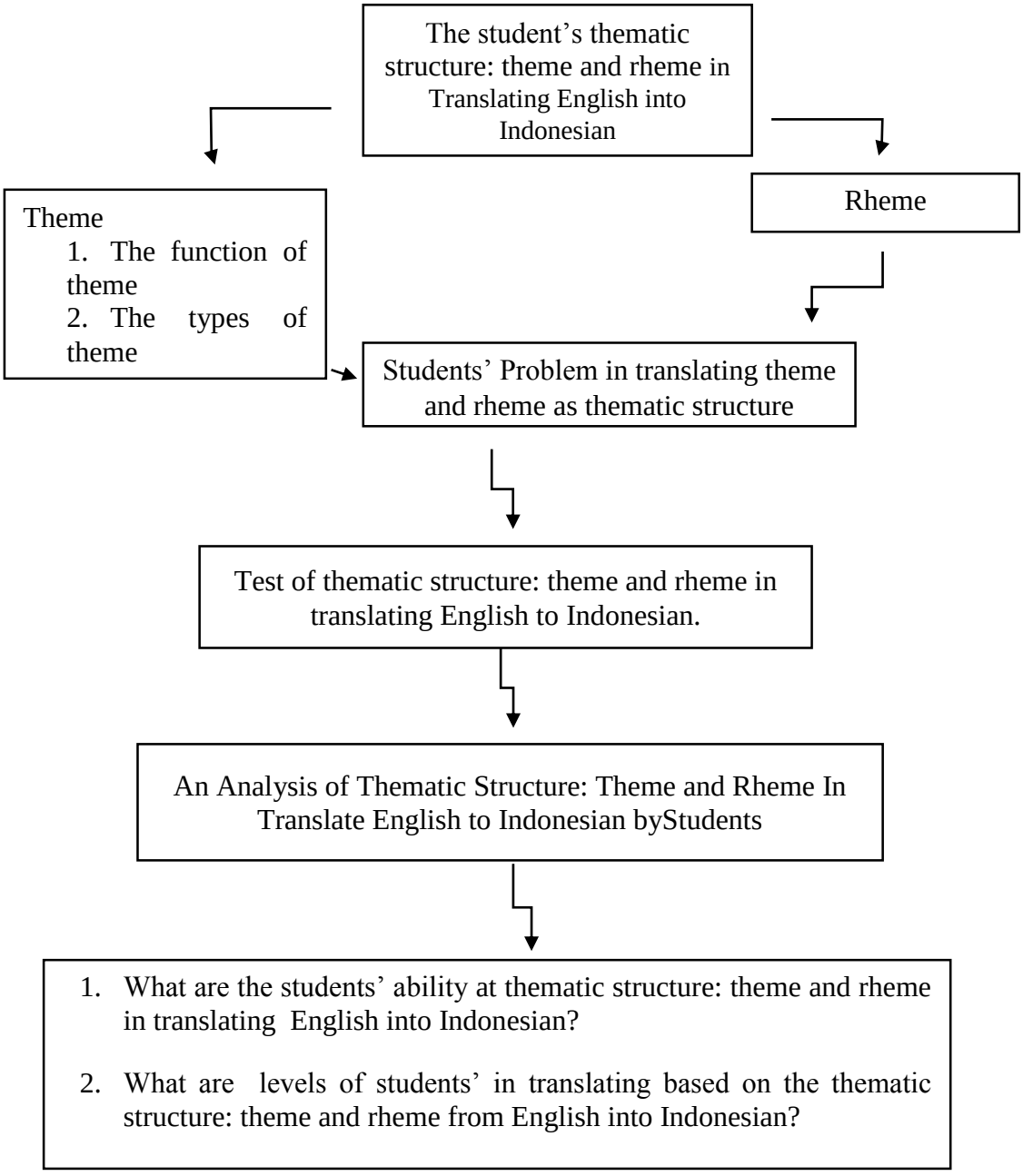
Another study is held by Dewi Andrianie,et al. (2014) entitled "Transposition Of Theme And Rheme In "*Habibie & Ainun"* And "*Habibie & Ainun The Power Of Love":* A Translation Study Of Indonesian To English". Their study was initiated by some problems that faced by translator while he/she is trying to translate one language to other languages. To achieve an equivalence translation, the translator could consider many techniques and procedures one of them is transposition. They conducted the research by using qualitative research. The object of his research is the translated novel.

The last study is conducted by Anisa Intan Nurfadhilah (2016) entitled "Thematic structure shift in English translation of Indonesian complex in Okky Madasari's Maryam". She takes the novel under the title Maryam as her data.

In doing the same research, the researcher conducted a research to the sixth semester English students in IAIN Bukittinggi. The researcher wants to research about *Student's Thematic Structure: Theme and Rheme in Translating English to Indonesian*. The differences between the researchers and the other research done above is to know students' thematic structure in translate English to Indonesian at the sixth semester English department in IAIN Bukittinggi based on theme and rheme. The first study was conducted descriptive quantitative research.

C. Conceptual Framework

The conceptual framework that is used in this research can be drawn as follow:



Based on the schema above the researcher analyze about students thematic structure : theme and rheme in translating English into Indonesian at the sixth semester students English department. By thematic structure of the translation in English into Indonesian the students will be able to translating with using and comprehend theme and rheme, these part of thematic structure help students identify their own weaknesses and allowed them to improve their translation. The preceding scheme shows the functions and types of themes which tie the rheme on it.

Based on the research question above we knowstudents' ability in translating based onthematic structure of source language into target language especially in translating English into Indonesian.This research is intended to see ability of students translating theme and rheme from English into Indonesianbased on thematic structure as clause as certain purposes by the students. Hence, it is expected by analysis thematic structure : theme and rheme in translating English into Indonesian, the students will be more better of the translation and would not made error in translating theme and rheme.

CHAPTER III



CHAPTER III

RESEARCH METHOD

A. Design of the Research

On the occasion that this research aim to obtain the actuality and the fact in numeral or statistical data, that the researcher employed the quantitative research to acquire the appropriate quantity. As Cohen and friends state that much statistical analysis hinges on the notion of statistical significance. Event, in Cohen's volume, Kirk indicates that a statistically significant result is one for which chance is an unlikely explanation. Research in a hypothetico-deductive mode often commences with one or more hypotheses. This is the essence of hypothesis testing in quantitative research.[31] That is the reason why quantitative method is used in this research which need number to prove the result.

Researcher applied the one of basic research types which extend the recent delineation, descriptive research. This type is suited to quantitative research within measuring the current numerical data as Khotari states that the major purpose of descriptive research is description of the state of affairs as it exists at present. The main characteristic of this method is that the researcher has no control over the variables; he can only report what has happened or what is happening.[32] At that account, the researcher decides to do the research at the sixth semester of students at English department in IAIN Bukittinggi academic year 2016/2017.

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[31] L. Cohen, et al, *Research Methods in Education: sixth edition.* (Routledge:USA,2007) ,P.515

[32] C.R. Khotari, *Research Methodology: Methods & Techniques.* (New Age International publisher,2004),P.2-3

B. Population and Sample

The population and sample are two of the most elements in the research. They were explained as follow:

1. Population

Population included each element from the set of observations that can be involved into group of object which wants to be observed by the researcher. It has been in form of object or subject which has certain characteristics. Gay says, "Population is the group of interest to the researcher, the group to which she or he would like the result of the study to be generalizable".[33] Then, Arikunto says, "Population is all of the object of the research."[34]. So, population is a group of object which is going to be obserbed and the result of this observation can be generalized.

Sugiono clarifies that population can be a group of people, animals, plants, or thing that live in the same place with some purpose and are planned to be the target of a research result.[35]It clears that the population is unlimited to definitive aspects. The population of this

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[33]L. R. Gay, *Educational Research: Competencies for Analysis and Application*, 10thed, (New York: Prentice-Hall,2000),p. 102

[34]SArikunto, *ProsedurPenelitian; SuatuPendekatanPraktek*, (Jakarta : 2002), p. 108

[35]Sugiono, *MetodePenelitianPendidikan: PendekatanKuantitatif, Kualitatif, dan R&D*, (Bandung: Alfabeta,2007),p. 80

research was all of the students at sixth semester of English department IAIN Bukittinggi academic year 2016/2017.

This research, the population was the whole numbers of the sixth semester students of English IAIN Bukittinggi. There were four classes: Class A, class B, Class C and Class D.

Table 3.1

Table of Population

Class	**Number of Students**
A	**30**
B	**29**
C	**31**
D	**30**
TOTAL	**120**

Source: *Translation Lecturer at Sixth Semester Of English Department IAIN Bukittinggi 2016/2017*

2. Sample

IAIN Bukittinggi's students were chosen because they fulfills several aspects which was good to be considered in dispose the sample. As stated by

Priscilla A. Glasow in her journal that in determine the sample had to depend on five factors: desired degree of precision, statistical power required, ability of the researcher to gain access to the study subjects, degree to which the population can be stratified, selection of the relevant units of analysis.[36] That is why the researcher chooses the students of English education department in IAIN Bukittinggi as the sample.

Sample is part of the population which is the representative of the population. Gay says that sampling is the process of selecting a number of individuals for a study in such a way that the individuals represent the larger group from which they were selected.[37] So, it can be concluded that sample is the part of the population which is going to be reearched by the reseacrher in finding certain data.

In this research, random sampling technique used in which the classes were chosen randomly by considering their characteristic. This technique is chosen to give same opportunity to every students as population. Gay states that random sampling is the process of selecting a sample in such a way that all individuals in the defined population have an equal and independent chance of being selected for the sample[38]. It means that all individuals in the population get the some chance to be

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[36] P.A. Glasow, (2005), *Fundamentals of Survey Research Methodology*,, (retrieved on 2 march 2017

[37] L. R. Gay, *op.cit.*, P.101

[38]Ibid.,p.104.

selected to become the member of sample. The sample taken by using simple random sampling with 24 students who were chosen as the sample of the research from different class.

The reason of researcher used random sampling is based on what stated by Arikunto, the researcher used random sampling because the population more than hundred people, so the best decision is take the random sampling, If the research more than 100 respondents took 10% - 15% or 20% 25%.[39]

C. Instrument of the Research

Instrumentation is one of important side in a research. Instrument is the tool that is needed in the research.[40] The drafting of instruments is important part in the research process because a researcher got and collected the data which be analyzed by using the proper instrument.

The instrument which used in this research is a translation test. The test consist of 6 sentences that contained the types of theme in thematic structure. According to Suharsimi, test is question, exercise and other that used to measure of skill, knowledge of intelligence, ability that have by individual or group.[41]The instrument of this research is a test to assist the researcher to

[39]S.Arikunto, *op.cit.*
[40]Lufri, *KiatMemahamidanMelakukanPenelitian,* (Padang: UNP Press, 2002),p.102.
[41]S.Arikunto, *op.cit.*,p. 195

measure students' thematic structure in this case theme and rheme of the translation English to Indonesian. According to Suharsimi, test is question, exercise and other that used to measure of skill, knowledge of intelligence, ability that have by individual or group.[42] This instrument was effective tool in measure the students' ability in identifying and translating theme and rheme as thematic structure.

The test was used as the instrument in consideration of get data in this research, it is in the form of students' thematic structure: theme and rheme of the translation English text into Indonesian.

D. Technique of the Data Collection

The techniques of collecting of the data that was used is a test. A testis a systematic procedure of observing one's behavior and describing it with the aid of numerical device and category system. Here, the researcher used an English paragraph to test the students' ability in translating English into Indonesian.According to Gay, an achievement test measures an individual's current proficiency in given areas of knowledge or skill.[43]The test was consisted of a paragraph of English. Students identified the theme and rheme, then translate from English into Indonesian.

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[42]S.Arikunto, *ibid.*
[43] L. R. Gay, *op.cit.,* p.155

In this research, the researcher used test as the techniques of data collection. In tests, researchers have at their disposal a powerful method of data collection, an impressive array of tests for gathering data of a numerical rather than verbal kind.[44] As Cohen states above that test is precisely support in obtaining numerical data. The test was made by considering the validity and reliability of the test. As Borsboom and friends assert that the researcher who is considering using testing as a way of acquiring research data must ensure that it is appropriate, valid and reliable:[45]

Those were the reason why test was used as technique of data collection in this research. The researcher supposes that in identifying and translating paragraph the researcher measured the accuracy and acceptability.

1. Validity

To obtain the accurate and relevant data are the purposes of the validity of the instrument. Sugiono says that a test is a valid if it measures what is intended to measure and the instrument is called as a valid instrument when it can give the true description about the data based on the reality or fact.[46]Cohen and friends state that in Content validity is achieved by making professional judgements about the relevance and sampling of the contents of the test to a particular

[44] L. Cohen, et al, *op.cit.*,P. 414
[45]Ibid. P.159
[46]Sugiyono, *op.cit.*, p. 121

domain.[47] It means the valid test is measures what supposed to be measured, therelevant and accurate measuring. The researcher got the validity of the instrument from some of English Education Department lecturers. There were three validators whom each of them considered some values.

In this research, there were three validators who validated the instrument. The validators considered some values: the grammar, sentence structure and the suitability of the instrument for sixth semester students. The validators were the lectors of translation, CCU and vocabulary. The researcher got the validity by the validators' measurement on the instrument.

2. Reliability

A test is reliability if the earliest and the latest test result or the scorers' results are equal. The instrument used once, then it was analyzed by certain technique.[48] In this case, the instrument of this research was reliable because there were two raters in scoring the students' test. The translation test was used in which consist of an English paragraph that be identified and translated by the students.

One of the raters is an English lecture of IAIN Bukittinggi who had corrected the result of translation test. First and second raters had corrected the instrument based on the criteria of accuracy and acceptability. Those criteria were combined to make the last result of the test and the reliability of the instrument.

[47]L. Cohen, et al, *Research Methods in Education: 5th edition.* (Routledge:USA,2005), P.131
[48]Sugiyono,*op.cit.*, P. 185

The instrument is reliability because the result of first and second raters were reliable.

E. Technique of the Data Analysis

Technique of the data analysis is a process or a step aimed to analyze the data that had been collected in order to obtain the conclusion. After getting the data, the researcher analyzed the data through the followig steps:

All of the data collected through test translation were categoried as follows:

1. The researcher collectedthe students' translation in English into Indonesian sheets**.**
2. The researcher checked the students answer and gave score by analyzed the answer. Maximum score for each question is 3. In scoring, the writer followed the criteria:[49]

Table 3.2
Criteria of Accuracy

Categories	Score	Criteria
(Accurate)	**3**	Accurate and clear meaning, without any omission and addition or changes meaning
(Less-accurate)	**2**	Correct meaning with minimums omission, edition or changes meaning

[49]Nababan, Manguntur et al. *2012. Pengembangan Model PenilaianKualitasTerjemahan. Journal KajianLinguistikdanSastra, Vol. 24, No. 1,: 39-57.*

(Inaccurate)	**1**	Different meaning, unclear, ambiguous

Table 3.3
Criteria of Acceptability

Score	Score	Criteria
(Acceptable)	**3**	Natural form, appropriate word, none of grammatical errors, read naturally
(Less-acceptable)	**2**	Minimum inappropriate word or unnatural word
(Unacceptable)	**1**	Unnatural form, any inappropriate word,

3. The researcherfound descriptive analysis technique percentage of the students' thematic structure: theme and rhemein translating English into Indonesian, which is described in the table percentage. The formula is written as follows:

$$\boldsymbol{p = \frac{F}{N} x\ 100\%}$$

Note:

P : Percentage of students

F : Frequency

N : Number of Sample or Students. [50]

It means that, *P* is the percentage of the result, *F* is the frequency of each test and *N* is the total sample.

In order to find the average level mastery of students, the next step was finding out the mean by applying the formula:

$$\boldsymbol{m} = \frac{\sum \boldsymbol{x}}{\boldsymbol{n}}$$

NOTE:

m: Mean

x : The raw score

n : Number of students.[51]

It means that, to know the mean of the test, the researcher used the formula to find the mean of the percentage result.

The last step was determining the percentage score of the students' textual equivalence of the translation Indonesian text into English. To find out, the formula below was used:

$$\boldsymbol{P} = \frac{\sum \boldsymbol{m}}{\boldsymbol{n}}$$

NOTE

[50]AnasSudijono, *Pengantar Statistic Pendidikan*,(Jakarta:PT Raja GrafindoPersada, 2004), P.43

[51]Ibid., P. 80

P = Percentage score of students ability

m = The mean

n = The maximum score.[52]

It means that, to know the mean of the test, researcher used the formula to find the mean of the percentage result.

According to Haris there are level of students' competence, the researcher used theory, which is, divided it into four levels, the theory as follows:[53]

Table 3.4
The Interpretation of the Translation Percentage

No	Scale	Categories
1.	**80 %-100%**	**Excellent**
2.	**60%- 79%**	**Good**
3.	**50%-59%**	**Fair**
4.	**0%-49%**	**Poor**

Note:

Excellent : Translation is accurate and acceptable.

[52]Ibid., P81

[53]D.P.Haris, *Testing English as a Second Language,* (New Delhi: McGraw-Hill Publishing Compani),P. 134

Good : Translation is less-accurate with minimum omission, addition and minimum inappropriate words.

Fair : Different meaning, there are some inappropriate words.

Poor : Unclear meaning, ambigous, a lot of grammatical, diction and spelling errors and inappropriate words.

From this result, the researcher apprehended how good level ofthe students' thematic structure ofthe translating English into Indonesian.

4. The researcher analyzed the students' results in translating English into Indonesian based on thematic structure: theme and rheme. Specifically, the researcher analyze the themes in clauses as several purposes, sentence structure and the equivalence.
5. The researcher made conclusion based on the students result in the translating English into Indonesian.

CHAPTER IV



CHAPTER IV

FINDINGS AND DISCUSSION

This chapter presents the finding and discussion of the research about students' thematic structure: theme and rheme in translating English into Indonesian. The finding is about the description of the data and analysis of the data. The discussion is focused on the finding of the research.

A. Findings

The finding reveals that most of the students' ability werepoor levelat thematic structure: theme and rheme in translating English into Indonesianby the sixth semester students of English Education Department in IAIN Bukittinggi 2016/2017. This following descriptionillustrates how the finding were found.

1. Description of the Data

The research were carried out at the sixth semester students of IAIN Bukittinggi in academic year 2016/2017 on july, 2017. The instrument that used in this research weretranslation test. The students were asked to translating fromEnglish paragraph into Indonesian. The instrument had been chosen after discussing itwith the advisor and translation lecturer. The data of this researchwere based on the students' score after taking the test.

There were two criteria which used in describing and interpreting the data. They were criteria of accuracy and

criteria of acceptability, which were aim to discovered students' score of the thematic structure: theme and rheme in translatingEnglish into Indonesian. The desciption of the data about students' thematic structure: theme and rhemein translating English into Indonesian at the sixth semester students' English Education Department in IAIN Bukittinggi based on criteria accuracy and acceptabilitywould be described by table 4.1 and 4.2.(see appendix v)

To know the level of students' ability in translating thematic structure: theme and rheme fromEnglish intoIndonesian based on the accuracy and acceptability criteria, here werethe percentage of students' result that demonstrated by graphics of the criteria. The graphics were gotten by the previous table on figure 4.2 and 4.3. It wereshowed on the following figure:

figure 4.1
The Students' Ability in Translating Thematic structure: theme and rheme
Based on Criteria of Accuracy

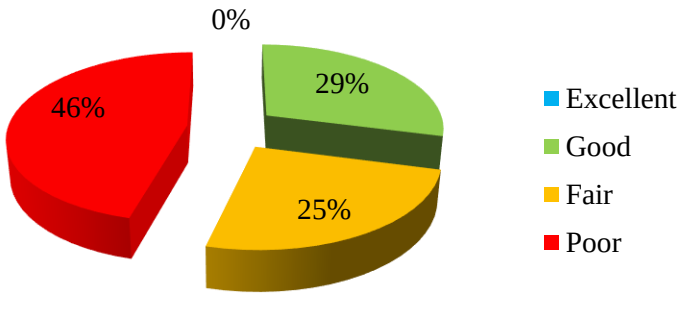


Figure 4.1 is the pie graph of students' ability on criteria of accuracy. The red piece on the graph showed the percentage of students who couldn't whatsoever translate the test accurately. The yellow one showed the percentage of students who got fair level on translation test. The students who got good level on translation test were showed by the green one. Likewise, the excellent level showed by the disappeared-blue piece. The graph showed that the level of students' translation based on criteria of accuracy lean over poor level which isshowedby 46%, 25% students were fair, and 29% students were good. Zero of students who got the excellent result of the scores, which were showed by 0% on the excellent level.

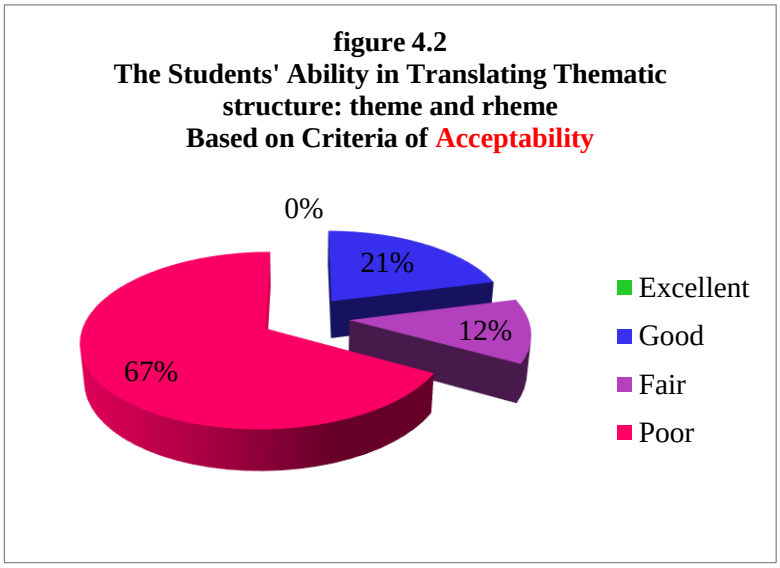


Figure 4.2 is the pie graph of students' ability based on criteria of acceptability. The pink piece on the graph showed the percentage of students who got poor level on the translation test. The purple one showed

the percentage of students who got fair level on translation test. The students who got good level on translation test were showed by the blue one. Likewise, the excellent level showed by the disappeared-green piece. Based on the criteria of acceptability, 66% students were poor. It showed by the biggest pink piece. Precisely 12% were fair and 21% were good on the result of translation test. Being equal to the criteria of accuracy, no one of students got excellent on the criteria of acceptability. It presented by the disappeared-green piece

From figure 4.1, the level of students' translation based on criteria of accuracy lean over poor level. It means that most of students' ability in translating theme and rheme were not good. Moreover, no students could translate theme and rheme well. Equally to criteria of accuracy, 0% percent student got excellent level based on criteria of acceptability. Meanwhile, 66% percent students couldn't whatsoever translate theme and rheme from English into Indonesian well.

2. Data Analysis

In analyzed the data, the results of students' scores were explained per sub-indicator by virtue of indicator on research variable. Afterward, the researcher put the data into the table were consist of the score, frequency, percentage, and average of each sentences that translated based on theme and rheme. The data were divided into kinds of theme: topical theme, interpersonal theme, textual theme, marked and unmarked theme.

For each kinds of theme the data that described by table were seperated by the criteria of accuray and acceptability.

Thesub-indicators were checked in order to see the students' ability in translatingEnglish into Indonesian based on kind of themes generally. It would be began from the students score of first sub-indicator in translating topical theme from English intoIndonesian. It is demonstrated in the following of tables.

a. The Students' Ability in Translating Topical Theme

The first sub-indicatorexplained the students' score in translating topical themefrom English intoIndonesian. The table were made as description of students' ability in translating topical theme based onboth criteria of accuracy and acceptability by consulting interpretation scale in tables. This descriptioncould be seen in the table 4.3 and 4.4. (see appendix)

The Table 4.3 is the students' score intranslating one of themes, topical theme, which is based on the criteria of accuracy. It exhibited that there were 3 sentences,thosewere 1, 3 and 5 with the own score and percentage for each sentences that have topical theme within it.

On sentence 1, there were a student who could translate it well based on the criteria. The indication were proved on the score and percentage of students. The student got accurate rank with

percentage 42% on the criteria of accuracy. 15 of 24 students got less-accurate rank with the percentage 63% for this sentence. Meanwhile, 6 students couldn't translate this sentence well with percentage 25%. The rest were the student who couldn't whatsoever got the meaning of sentence.

The average percentage of sentence number 1 in translating theme were 43%. if it were consulted to the interpretation scale in the table (table 3.4) it were in the range 0-49 or in 'poor' category . the researcher thought that the students' less comprehension about topical theme and the students had difficult in translating topical theme from English into Indonesian accurately.

On sentence number 3, there were 1 student who could translate it well based on the criteria. The indication were proved on the score and percentage of students. The student got accurate rank with percentage 42% on the criteria of accuracy. 11 students got less-accurate rank with the percentage 44% for this sentence. Meanwhile, 9 students couldn't translate this sentence well with percentage 38%.The rest were the student who couldn't whatsoever got the meaning of sentence.

The average percentage of sentence number 3 in translating theme were 41%. If it wereconsulted to the

interpretation scale in the table (table 3.4) it were in the range 0-49 or in ‘poor’ category.

On sentence number 5, there were 2 student who could translate it well based on the criteria. The indication were proved on the score and percentage of students. The student got accurate rank with percentage 83% on the criteria of accuracy. 6 students got less-accurate rank with the percentage 25% for this sentence. Meanwhile, 7 students couldn’t translate this sentence well with percentage 29%.The rest were the student who couldn’t got the meaning of sentence at all.

The average percentage of sentence number 5 in translating theme is 46%. If it wereconsulted to the interpretation scale in the table (table 3.4). it were in the range 0-49 or in ‘poor’ category. The researcher thought that the students’ less comprehension about topical theme and the students had difficult in translating topical theme from English into Indonesian accurately.

On table 4.4, it explained about the students’ score and percentage for each sentence absed on criteria of accuracy. Otherwise, the table above is the students’ score in translating one of themes, interpersonal theme, which is based on the criteria of acceptability. It is exhibited that there were 3 sentences, those

were 1, 3 and 5 with the own score and percentage for each sentences that have topical theme within it.

On sentence 1, there wereno student who could translate it well based on the criteria. The indication were proved on the score and percentage of students. 7 students got less-accurate rank with the percentage 29% for this sentence. Meanwhile, 16 students couldn't translate this sentence well with percentage 67%. The rest were the student who couldn't whatsoever got the meaning of sentence.

The average percentage of sentence number 1 in translating theme were32%. if it were consulted to the interpretation scale in the table (table 3.4) it were in the range 0-49 or in 'poor' category . the researcher thought that the students' less comprehension about topical theme and the students had difficult in translating topical theme from English into Indonesian accurately.

On sentence number 3, as on sentence 1, there wereno student who could translate it well based on the criteria. The indication were proved on the score and percentage of students.7 students got less-accurate rank with the percentage 29% for this sentence. Meanwhile, 13 students couldn't translate this sentence well with percentage 54%.The rest were the student who couldn't whatsoever got the meaning of sentence.

The average percentage of sentence number 3 in translating theme were 28%. If it wereconsulted to the interpretation scale in the table (table 3.4) it were in the range 0-49 or in 'poor' category.

On sentence number 5, there were 2 student who could translate it well based on the criteria. The indication were proved on the score and percentage of students. The student got accurate rank with percentage 83% on the criteria of acceptability.4 students got less-accurate rank with the percentage 17% for this sentence. 5 students couldn't translate this sentence well with percentage 21%.The rest were the student who couldn't got the meaning of sentence at all.

The average percentage of sentence number 5 in translating theme is 40%. If it wereconsulted to the interpretation scale in the table (table 3.4). it were in the range 0-49 or in 'poor' category.The researcher thought that the students' less comprehension about topical theme and the students had difficult in translating topical theme from English into Indonesian bassed on acceptability.

b. The Students' Ability in Translating Interpersonal Theme

The second sub-indicator explained the students' score in translating interpersonal theme from English into

Indonesian. The Table were made as description of students' ability in translating interpersonal theme based on both criteria of accuracy and acceptability by consulting interpretation scale in Table 4.5. This description could be seen in the table 4.5 and 4.6.(see appendix)

Table 4.5 shows the students' score in translating one of themes, interpersonal theme, which is based on the criteria of accuracy. It is demonstrated that there were 3 sentences, those were2, 3 and 4 with the own score and percentage for each sentences that have interpersonal theme within it. The criteria of accuracy were divided into 3 ranks that representated by number1,2, and 3. Those were 3 for accurate, 2 for less-accurate, and 1 for innacurate.

On sentence number 2, there were 5 student who could translate it well based on the criteria. The indication were proved by the score and percentage of studentswere21%. 8 students got less-accurate rank with the percentage 33% for this sentence. Meanwhile, 10 students couldn't translate this sentence well with percentage 42%. The rest were the student who couldn't got the meaning of sentence at all.

The average percentage of sentence number 2 in translating theme is 32%. If it were consulted to the interpretation

scale in the table (table 3.4). it were in the range 0-49 or in ‘poor’ category.

On sentence number 3, there were 1 student who could translate it well based on the criteria. The indication were proved on the score and percentage of students. The student got accurate rank with percentage 42% on the criteria of accuracy. 11 students got less-accurate rank with the percentage 44% for this sentence. Meanwhile, 9 students couldn’t translate this sentence well with percentage 38%. The rest were the student who couldn’t whatsoever got the meaning of sentence.

The average percentage of sentence number 3 in translating theme were 41%. If it were consulted to the interpretation scale in the table (table 3.4)it were in the range 0-49 or in ‘poor’ category.

On sentence number 4, there was no student who could translate it well based on the criteria. The indication were proved on the score and percentage of students. 16 students got less-accurate rank with the percentage 67% for this sentence. Meanwhile, 6 students couldn’t translate this sentence well with percentage 25%. The rest were the student who couldn’t got the meaning of sentence at all.

The average of percentage of sentence number 4 in translating theme is 31%. If it were consulted to the interpretation scale in the table (table 3.4). it were in the range 0-49 or in 'poor' category. The researcher thought that the students' less comprehension about interpersonal theme form, so that the students got lost in omission and the students had difficult in finding the appropriate vocabulary from English into Indonesian.

Table 4.6 is comprise of the students' score in translating one of themes, interpersonal theme, which is based on the criteria of acceptability. It is demonstrated that there were 3 sentences, those were 2, 3 and 4 with the own score and percentage for each sentences that have topical theme within it. The criteria of acceptabilitywere divided into 3 ranks that representated by number1,2, and 3. Those were 3 for acceptable, 2 for less-acceptable, and 1 for unacceptable.

On sentence number 2, there were no student who could translate it well based on the criteria. The indication were proved on the score and percentage of students. 8 students got less-accurate rank with the percentage 33% for this sentence. Meanwhile, 12 students couldn't translate this sentence well with percentage 50%.The rest were the student who couldn't whatsoever got the meaning of sentence.

The average of percentage for sentence number 2 in translating theme were 28%. If it wereconsulted to the interpretation scale in the table (table 3.4) it were in the range 0-49 or in ‘poor’ category.

On sentence number 3, there were 1 student who could translate it well based on the criteria. The indication were proved on the score and percentage of students. The student got accurate rank with percentage 42% on the criteria of accuracy. 11 students got less-accurate rank with the percentage 44% for this sentence. Meanwhile, 9 students couldn’t translate this sentence well with percentage 38%.The rest were the student who couldn’t whatsoever got the meaning of sentence.

The average of percentage forsentence number 3 in translating theme were 28%. If it wereconsulted to the interpretation scale in the table (table 3.4) it were in the range 0-49 or in ‘poor’ category.

On sentence number 4, there were1 student who could translate it well based on the criteria. The indication were proved on the score and percentage of students. The student got accurate rank with percentage 42% on the criteria of accuracy. 9 students got less-accurate rank with the percentage 38% for this sentence. Meanwhile, 10 students couldn’t translate this sentence well with

percentage 42%. The rest were the student who couldn't got the meaning of sentence at all.

The average percentage of sentence number 4 in translating theme is 41%. If it were consulted to the interpretation scale in the table (table 3.4). it were in the range 0-49 or in 'poor' category. The researcher thought that the students' lack indetermining the natural meaning and the students had difficult in translating interpersonal theme from English into Indonesian on this criteria.

c. The Students Ability in Translating Textual Theme

The third sub-indicator explained the students' score in translating textual theme from English into Indonesian. The table were made as description of students' ability in translating textual theme based on both criteria of accuracy and acceptability by consulting interpretation scale in the table 4.7 and 4.8.(see appendix)

Table 4.7encompass the students' score in translating one of themes, topical theme, which is based on the criteria of accuracy. It is demonstrated that there were 3 sentences, those were2, 3 and 4 with the own score and percentage for each sentences that have topical theme within it. The criteria of

accuracy were divided into 3 ranks that representated by number1,2, and 3. Those were 3 for accurate, 2 for less-accurate, and 1 for innacurate.

On sentence number 2, there were 5 student who could translate it well based on the criteria. The indication were proved on the score and percentage of studentswere 21%. 8 students got less-accurate rank with the percentage 33% for this sentence. Meanwhile, 10 students couldn't translate this sentence well with percentage 42%. The rest were the student who couldn't got the meaning of sentence at all.

The average percentage of sentence number 2 in translating theme is 32%. If it were consulted to the interpretation scale in the table (table 3.4). it were in the range 0-49 or in 'poor' category.

On sentence number 5, there were 2 student who could translate it well based on the criteria. The indication were proved on the score and percentage of students. The student got accurate rank with percentage 83% on the criteria of accuracy. 6 students got less-accurate rank with the percentage 25% for this sentence. Meanwhile, 7 students couldn't translate this sentence well with percentage 29%.The rest were the student who couldn't got the meaning of sentence at all.

The average percentage of sentence number 5 in translating theme is 46%. If it wereconsulted to the interpretation scale in the table (table 3.4). it were in the range 0-49 or in 'poor' category.

On sentence number 6, there were 1 student who could translate it well based on the criteria. The indication were proved on the score and percentage of students. The student got accurate rank with percentage 42% on the criteria of accuracy. 6 students got less-accurate rank with the percentage 25% for this sentence. Meanwhile, 10 students couldn't translate this sentence well with percentage 42%. The rest were the student who couldn't got the meaning of sentence at all.

The average percentage of sentence number 6 in translating theme is 36%. If it were consulted to the interpretation scale in the table (table 3.4). it were in the range 0-49 or in 'poor' category. The researcher thought that the students' less comprehension about textual theme form, so that the students got lost in omission and the students had difficult in finding the appropriate vocabulary that cause the ambiguity from English into Indonesian.

Table 4.8 composed of the students' score in translating one of themes, textual theme, which is based on the criteria of acceptability. It is demonstrated that there were 3 sentences, those

were 2, 3 and 4 with the own score and percentage for each sentences that have topical theme within it. The criteria of acceptabilitywere divided into 3 ranks that representated by number1,2, and 3. Those were 3 for acceptable, 2 for less-acceptable, and 1 for unacceptable.

On sentence number 2, there were no student who could translate it well based on the criteria. The indication were proved on the score and percentage of students. 8 students got less-accurate rank with the percentage 33% for this sentence. Meanwhile, 12 students couldn't translate this sentence well with percentage 50%.The rest were the student who couldn't whatsoever got the meaning of sentence.

The average of percentage for sentence number 2 in translating theme were 28%. If it wereconsulted to the interpretation scale in the table (table 3.4) it were in the range 0-49 or in 'poor' category.

On sentence number 5, there were 2 student who could translate it well based on the criteria. The indication were proved on the score and percentage of students. The student got accurate rank with percentage 83% on the criteria of accuracy. 6 students got less-accurate rank with the percentage 25% for this sentence. Meanwhile, 7 students couldn't translate this sentence well with

percentage 29%.The rest were the student who couldn't got the meaning of sentence at all.

The average percentage of sentence number 5 in translating theme is 46%. If it wereconsulted to the interpretation scale in the table (table 3.4). it were in the range 0-49 or in 'poor' category. The researcher thought that the students' less comprehension about topical theme and the students had difficult in translating topical theme from English into Indonesian accurately.

On sentence number 6, there wereno student who could translate it well based on the criteria. The indication were proved on the score and percentage of students. 9 students got less-accurate rank with the percentage 38% for this sentence. Meanwhile, 6 students couldn't translate this sentence well with percentage25%. The rest were the student who couldn't got the meaning of sentence at all.

The average percentage of sentence number 6 in translating theme is 21%. If it were consulted to the interpretation scale in the table (table 3.4). it were in the range 0-49 or in 'poor' category. The researcher thought that the students' lack in determining the suitable words and the students had difficult in translating the natural textual theme from English into Indonesian on this criteria.

d. The Students Ability in Translating Marked Theme

The 4th sub-indicator interpreted the students' score in translating marked theme from English into Indonesian. The table were made as description of students' ability in translating marked theme based on both criteria of accuracy and acceptability by consulting interpretation scale in the tables. Marked theme same as marked theme theoretically. This description could be seen in the table 4.9 and 4.10.(see appendix)

On Table 4.9, it demonstrate the students' score in translating one of themes, marked theme, which is based on the criteria of accuracy. It is exhibited that there were 3 sentences, those were 1, 3 and 5 with the own score and percentage for each sentences that have marked theme within it.

On sentence 1, there were a student who could translate it well based on the criteria. The indication were proved on the score and percentage of students. The student got accurate rank with percentage 42% on the criteria of accuracy. 15 of 24 students got less-accurate rank with the percentage 63% for this sentence. Meanwhile, 6 students couldn't translate this sentence well with percentage 25%. The rest were the student who couldn't whatsoever got the meaning of sentence.

The average percentage of sentence number 1 in translating theme were 43%. if it were consulted to the interpretation scale in the table (table 3.4) it were in the range 0-49 or in 'poor' category . the researcher thought that the students' less comprehension about marked theme and the students had difficult in translating marked theme from English into Indonesian accurately.

On sentence number 3, there were 1 student who could translate it well based on the criteria. The indication were proved on the score and percentage of students. The student got accurate rank with percentage 42% on the criteria of accuracy. 11 students got less-accurate rank with the percentage 44% for this sentence. Meanwhile, 9 students couldn't translate this sentence well with percentage 38%.The rest were the student who couldn't whatsoever got the meaning of sentence.

The average percentage of sentence number 3 in translating theme were 41%. If it wereconsulted to the interpretation scale in the table (table 3.4) it were in the range 0-49 or in 'poor' category.

On sentence number 5, there were 2 student who could translate it well based on the criteria. The indication were proved on the score and percentage of students. The student got accurate rank with percentage 83% on the criteria of accuracy. 6 students

got less-accurate rank with the percentage 25% for this sentence. Meanwhile, 7 students couldn't translate this sentence well with percentage 29%.The rest were the student who couldn't got the meaning of sentence at all.

The average percentage of sentence number 5 in translating theme is 46%. If it wereconsulted to the interpretation scale in the table (table 3.4). it were in the range 0-49 or in 'poor' category. The researcher thought that the students' less comprehension about marked theme and the students had difficult in translating marked theme from English into Indonesian accurately.

On table 4.10, it were explained about the students' score and percentage for each sentence absed on criteria of accuracy. Otherwise, the table above is the students' score in translating one of themes, marked theme, which is based on the criteria of acceptability. It is exhibited that there were 3 sentences, those were 1, 3 and 5 with the own score and percentage for each sentences that have marked theme within it.

On sentence 1, there were no student who could translate it well based on the criteria. The indication were proved on the score and percentage of students. 7 students got less-accurate rank with the percentage 29% for this sentence. Meanwhile, 16 students couldn't translate this sentence well with percentage

67%. The rest were the student who couldn't whatsoever got the meaning of sentence.

The average percentage of sentence number 1 in translating theme were32%. if it were consulted to the interpretation scale in the table (table 3.4) it were in the range 0-49 or in 'poor' category . the researcher thought that the students' less comprehension about marked theme and the students had difficult in translating marked theme from English into Indonesian accurately.

On sentence number 3, as on sentence 1, there were no student who could translate it well based on the criteria. The indication were proved on the score and percentage of students. 7 students got less-accurate rank with the percentage 29% for this sentence. Meanwhile, 13 students couldn't translate this sentence well with percentage 54%.The rest were the student who couldn't whatsoever got the meaning of sentence.

The average percentage of sentence number 3 in translating theme were 28%. If it wereconsulted to the interpretation scale in the table (table 3.4) it were in the range 0-49 or in 'poor' category.

On sentence number 5, there were 2 student who could translate it well based on the criteria. The indication were proved

on the score and percentage of students. The student got accurate rank with percentage 83% on the criteria of acceptability. 4 students got less-accurate rank with the percentage 17% for this sentence. 5 students couldn't translate this sentence well with percentage 21%.The rest were the student who couldn't got the meaning of sentence at all.

The average percentage of sentence number 5 in translating theme is 40%. If it wereconsulted to the interpretation scale in the table (table 3.4). it were in the range 0-49 or in 'poor' category.The researcher thought that the students' less comprehension about marked theme and the students had difficult in translating marked theme from English into Indonesian bassed on acceptability.

e. The Students Ability in Translating Unmarked Theme

The 5th sub-indicator explainedthe students' score in translating unmarked theme from English into Indonesian. The table were made as description of students' ability in translating marked theme based on both criteria of accuracy and acceptability by consulting interpretation scale in tables. Marked theme same as unmarked theme theoretically. This description could be seen in Table 4.11 and 4.12.(see appendix)

Table 4.11 is about the students' score in translating one of themes, unmarked theme, which is based on the criteria of accuracy. It is demonstrated that there were 4 sentences, those were2, 4, 5, and 6 with the own score and percentage for each sentences that have unmarked theme within it. The criteria of accuracy were divided into 3 ranks that representated by number1,2, and 3. Those were 3 for accurate, 2 for less-accurate, and 1 for innacurate.

On sentence number 2, there were 5 student who could translate it well based on the criteria. The indication were proved on the score and percentage of students were 21%. 8 students got less-accurate rank with the percentage 33% for this sentence. Meanwhile, 10 students couldn't translate this sentence well with percentage 42%. The rest were the student who couldn't got the meaning of sentence at all.

The average percentage of sentence number 2 in translating theme is24%. If it were consulted to the interpretation scale in the table (table 3.4). it were in the range 0-49 or in 'poor' category.

On sentence number 4, there were no student who could translate it well based on the criteria. The indication were proved on the score and percentage of students. 16 students got less-accurate rank with the percentage 67% for this sentence.

Meanwhile, 6 students couldn't translate this sentence well with percentage 25%. The rest were the student who couldn't got the meaning of sentence at all.

The average percentage of sentence number 4 in translating theme is 23%. If it were consulted to the interpretation scale in the table (table 3.4). it were in the range 0-49 or in 'poor' category.

On sentence number 5, there were 2 student who could translate it well based on the criteria. The indication were proved on the score and percentage of students. The student got accurate rank with percentage 83% on the criteria of accuracy. 6 students got less-accurate rank with the percentage 25% for this sentence. Meanwhile, 7 students couldn't translate this sentence well with percentage 29%. The rest were the student who couldn't got the meaning of sentence at all.

The average percentage of sentence number 5 in translating theme is 34%. If it were consulted to the interpretation scale in the table (table 3.4). it were in the range 0-49 or in 'poor' category.

On sentence number 6, there were 1 student who could translate it well based on the criteria. The indication were proved on the score and percentage of students. The student got accurate

rank with percentage 42% on the criteria of accuracy. 6 students got less-accurate rank with the percentage 25% for this sentence. Meanwhile, 10 students couldn't translate this sentence well with percentage 42%. The rest were the student who couldn't got the meaning of sentence at all.

The average percentage of sentence number 6 in translating theme is 27%. If it were consulted to the interpretation scale in the table (table 3.4). it were in the range 0-49 or in 'poor' category. The researcher thought that the students' less comprehension about unmarked theme form, so that the students tend to change the meaning to the receptor language (Indonesian) and the students had difficult in finding the appropriate vocabulary that cause the ambiguity from English into Indonesian.

Table 4.12 consist of the students' score in translating one of themes, unmarked theme, which is based on the criteria of acceptability. It is demonstrated that there were 4 sentences, those were 2, 4, 5, and 6 with the own score and percentage for each sentences that have topical theme within it. The criteria of acceptability were divided into 3 ranks that representated by number1,2, and 3. Those were 3 for acceptable, 2 for less-acceptable, and 1 for unacceptable.

On sentence number 2, there were no student who could translate it well based on the criteria. The indication were proved on the score and percentage of students. 8 students got less-accurate rank with the percentage 33% for this sentence. Meanwhile, 12 students couldn't translate this sentence well with percentage 50%. The rest were the student who couldn't whatsoever got the meaning of sentence.

The average of percentage for sentence number 2 in translating theme were 21%. If it were consulted to the interpretation scale in the table (table 3.4) it were in the range 0-49 or in 'poor' category.

On sentence number 4, there were 1 student who could translate it well based on the criteria. The indication were proved on the score and percentage of students. The student got accurate rank with percentage 42% on the criteria of accuracy. 9 students got less-accurate rank with the percentage 38% for this sentence. Meanwhile, 10 students couldn't translate this sentence well with percentage 42%. The rest were the student who couldn't got the meaning of sentence at all.

The average percentage of sentence number 4 in translating theme is 31%. If it were consulted to the interpretation scale in the table (table 3.4). it were in the range 0-49 or in 'poor' category.

On sentence number 5, there were 2 student who could translate it well based on the criteria. The indication were proved on the score and percentage of students. The student got accurate rank with percentage 83% on the criteria of accuracy. 6 students got less-accurate rank with the percentage 25% for this sentence. Meanwhile, 7 students couldn't translate this sentence well with percentage 29%. The rest were the student who couldn't got the meaning of sentence at all.

The average percentage of sentence number 5 in translating theme is 30%. If it were consulted to the interpretation scale in the table (table 3.4). it were in the range 0-49 or in 'poor' category. The researcher thought that the students' less comprehension about topical theme and the students had difficult in translating topical theme from English into Indonesian accurately.

On sentence number 6, there were no student who could translate it well based on the criteria. The indication were proved on the score and percentage of students. 9 students got less-accurate rank with the percentage 38% for this sentence. Meanwhile, 6 students couldn't translate this sentence well with percentage 25%. The rest were the student who couldn't got the meaning of sentence at all.

The average percentage of sentence number 6 in translating theme is 16%. If it were consulted to the interpretation scale in the table (table 3.4). it were in the range 0-49 or in 'poor' category. The researcher thought that the students' lack in determining the suitable words and the students had difficult in translating the natural unmarked theme from English into Indonesian on this criteria.

f. The Students Ability in Translating Rheme

Those following tables were made to explainsthe students' score in translating rheme from English into Indonesian based as the both of indicators: inclause as message and as delcarative clause. The tables were made as description of students' ability in translating rheme based on both criteria of accuracy and acceptability by consulting interpretation scale in the table. Since rheme has any types theoretically, the tables were longer than the previous ones. It was described on table 4.13.(see appendix)

Table 4.13 presents the students' score in translating rheme, which is based on the criteria of accuracy. It is demonstrated that there were 6 sentences, those were1, 2, 4, 3, 5, and 6 with the own score and percentage for each sentences that have rheme within it. The criteria of accuracy were divided into 3

ranks that representated by number1,2, and 3. Those were 3 for accurate, 2 for less-accurate, and 1 for innacurate.

On sentence 1, there were a student who could translate it well based on the criteria. The indication were proved on the score and percentage of students. The student got accurate rank with percentage 42% on the criteria of accuracy. 15 of 24 students got less-accurate rank with the percentage 63% for this sentence. Meanwhile, 6 students couldn't translate this sentence well with percentage 25%. The rest were the student who couldn't whatsoever got the meaning of sentence.

The average percentage of sentence number 1 in translating theme were 22%. if it were consulted to the interpretation scale in the table (table 3.4) it were in the range 0-49 or in 'poor' category . the researcher thought that the students' less comprehension about topical theme and the students had difficult in translating topical theme from English into Indonesian accurately.

On sentence number 2, there were 5 student who could translate it well based on the criteria. The indication were proved on the score and percentage of students were 21%. 8 students got less-accurate rank with the percentage 33% for this sentence. Meanwhile, 10 students couldn't translate this sentence well with

percentage 42%. The rest were the student who couldn't got the meaning of sentence at all.

The average percentage of sentence number 2 in translating rheme is 16%. If it were consulted to the interpretation scale in the table (table 3.4). it were in the range 0-49 or in 'poor' category.

On sentence number 3, there were 1 student who could translate it well based on the criteria. The indication were proved on the score and percentage of students. The student got accurate rank with percentage 42% on the criteria of accuracy. 11 students got less-accurate rank with the percentage 44% for this sentence. Meanwhile, 9 students couldn't translate this sentence well with percentage 38%.The rest were the student who couldn't whatsoever got the meaning of sentence.

The average percentage of sentence number 3 in translating theme were 21%. If it wereconsulted to the interpretation scale in the table (table 3.4) it were in the range 0-49 or in 'poor' category.

On sentence number 4, there were no student who could translate it well based on the criteria. The indication were proved on the score and percentage of students. 16 students got less-accurate rank with the percentage 67% for this sentence.

Meanwhile, 6 students couldn't translate this sentence well with percentage 25%. The rest were the student who couldn't got the meaning of sentence at all.

The average percentage of sentence number 4 in translating rheme is36%. If it were consulted to the interpretation scale in the table (table 3.4). it were in the range 0-49 or in 'poor' category.

On sentence number 5, there were 2 student who could translate it well based on the criteria. The indication were proved on the score and percentage of students. The student got accurate rank with percentage 83% on the criteria of accuracy. 6 students got less-accurate rank with the percentage 25% for this sentence. Meanwhile, 7 students couldn't translate this sentence well with percentage 29%. The rest were the student who couldn't got the meaning of sentence at all.

The average percentage of sentence number 5 in translating rheme is 23%. If it were consulted to the interpretation scale in the table (table 3.4). it were in the range 0-49 or in 'poor' category.

On sentence number 6, there were 1 student who could translate it well based on the criteria. The indication were proved on the score and percentage of students. The student got accurate

rank with percentage 42% on the criteria of accuracy. 6 students got less-accurate rank with the percentage 25% for this sentence. Meanwhile, 10 students couldn't translate this sentence well with percentage 42%. The rest were the student who couldn't got the meaning of sentence at all.

The average percentage of sentence number 6 in translating rheme is 18%. If it were consulted to the interpretation scale in the table (table 3.4). it were in the range 0-49 or in 'poor' category. The researcher thought that the students' less comprehension about rheme form, so that the students tend to change the meaning to the receptor language (Indonesian) and the students had difficult in finding the appropriate vocabulary that cause the ambiguity from English into Indonesian.

Table 4.14 ilustrates the students' score in translating rheme based on the criteria of acceptability. It is demonstrated that there were 6 sentences, those were1, 2, 3, 4, 5, and 6 with the own score and percentage for each sentences that have topical rheme within it. The criteria of acceptability were divided into 3 ranks that representated by number1,2, and 3. Those were 3 for acceptable, 2 for less-acceptable, and 1 for unacceptable.

On sentence 1, there were no student who could translate it well based on the criteria. The indication were proved on the score and percentage of students. 7 students got less-accurate rank

with the percentage 29% for this sentence. Meanwhile, 16 students couldn't translate this sentence well with percentage 67%. The rest were the student who couldn't whatsoever got the meaning of sentence.

The average percentage of sentence number 1 in translating rheme were 16%. if it were consulted to the interpretation scale in the table (table 3.4) it were in the range 0-49 or in 'poor' category . the researcher thought that the students' less comprehension about rheme and the students had difficult in translating rheme from English into Indonesian accurately.

On sentence number 2, there were no student who could translate it well based on the criteria. The indication were proved on the score and percentage of students. 8 students got less-accurate rank with the percentage 33% for this sentence. Meanwhile, 12 students couldn't translate this sentence well with percentage 50%. The rest were the student who couldn't whatsoever got the meaning of sentence.

The average of percentage for sentence number 2 in translating rheme were 14%. If it were consulted to the interpretation scale in the table (table 3.4) it were in the range 0-49 or in 'poor' category.

On sentence number 3, as on sentence 1, there were no student who could translate it well based on the criteria. The indication were proved on the score and percentage of students. 7 students got less-accurate rank with the percentage 29% for this sentence. Meanwhile, 13 students couldn't translate this sentence well with percentage 54%.The rest were the student who couldn't whatsoever got the meaning of sentence.

The average percentage of sentence number 3 in translating rheme were 14%. If it wereconsulted to the interpretation scale in the table (table 3.4) it were in the range 0-49 or in 'poor' category.

On sentence number 4, there were 1 student who could translate it well based on the criteria. The indication were proved on the score and percentage of students. The student got accurate rank with percentage 42% on the criteria of accuracy. 9 students got less-accurate rank with the percentage 38% for this sentence. Meanwhile, 10 students couldn't translate this sentence well with percentage 42%. The rest werethe student who couldn't got the meaning of sentence at all.

The average percentage of sentence number 4 in translating rheme is 20%. If it were consulted to the interpretation scale in the table (table 3.4). it were in the range 0-49 or in 'poor' category.

On sentence number 5, there were 2 student who could translate it well based on the criteria. The indication were proved on the score and percentage of students. The student got accurate rank with percentage 83% on the criteria of accuracy. 6 students got less-accurate rank with the percentage 25% for this sentence. Meanwhile, 7 students couldn't translate this sentence well with percentage 29%. The rest were the student who couldn't got the meaning of sentence at all.

The average percentage of sentence number 5 in translating rheme is 20%. If it were consulted to the interpretation scale in the table (table 3.4). it were in the range 0-49 or in 'poor' category. The researcher thought that the students' less comprehension about topical rheme and the students had difficult in translating topical rheme from English into Indonesian accurately.

On sentence number 6, there were no student who could translate it well based on the criteria. The indication were proved on the score and percentage of students. 9 students got less-accurate rank with the percentage 38% for this sentence. Meanwhile, 6 students couldn't translate this sentence well with percentage 25%. The rest were the student who couldn't got the meaning of sentence at all.

The average percentage of sentence number 6 in translating rheme is 11%. If it were consulted to the interpretation scale in the table (table 3.4). it were in the range 0-49 or in 'poor' category. The researcher thought that it caused by the students' lack in determining the suitable words and the students had difficult in translating the natural rheme from English into Indonesian on this criteria. as the lack of vocabulary, the almost all of students students failed in translating the form from source to target language.

By virtue of the precedings analysis, it could be concluded by these following tables. The tables wereabout the frequency and percentage of students' level in translating theme and rheme from English into Indonesian based on both of criteria, accuracy and acceptability. The first table is based on criteria of accuracy, and the second is based on acceptability.

Based on the analysis of the data above on the findings, it is found that the percentage and frequency of students' level in translating theme and rheme from English into Indonesian. On the table4.17(see appendix vii), the frequency of students level mastery criteria accuracy on table, it can seen that there was no students got excellent level with range of score 80-100 as on table 4.4 in translating Indonesian text into English.There were 7 students got good level with the range 60-79, percentage for this level was

29%. There were 6 students got fair level with the range 50-59, the percentage for this level was 25% and there were 11 students who got poor level with range of score 0-49 , the percentage for this level was 46%.

Based on the table 4.18(see appendix vii), frequency of students level criteria acceptability, it can seen that there was no students got excellent level with range of score 80-100. There was 5 students got good level with the range 60-79, percentage for this level was 21%. There were 3 students got fair level with the range 50-59, the percentage for this level was 12 % and there were 16 students got poor level with range of score 0-49 , the percentage for this level was 67%.

B. Discussion

In translation, structure is what the translators should take attention for send the message into target language as on the source language. The good translators not only concern about the structure but also the meaning. If the source language text may convulse the reader, the target language must too. Good translator not only pay attention to the structure, but also the meaning of source to target language.Ifa student is a good translator, surely they know about the accuracy of the source to target language structure and the acceptability of the target language meaning.

Theme and rheme seem so trivial to everyone. It was caused by the studens' prespective which consider that theme and rheme only as subject and predicate. Nonetheless, theme and rheme were divided into several

parts according to the purpose. In thematic structure, there were theme and rheme in clause as message and in declarative clause. Theme in Clause as message dissevers theme into three types: topical, interpersonal, and textual theme. Likewise, declarative clause dispart theme into two types: marked and unmarked theme. Last but not least, rheme is also has part as the follower of themes on thematic structure in translation.

Based on the precedings studies about thematic structure, the researchers tend to analyzed the thematic structure: theme and rheme on novels and movie. In this research, the researcher tried to know about the students' ability about thematic structure in translating English into indonesian. The relevant studies were had similarity and dissimilarity to this research. The early researchers on the precedings studies analyzed thematic structure: theme and rheme, the researcher of this research too. On the other hand, The precedings studies used a media that had been translated by the certified translator and might be widespread into public. Meanwhile, this research were made to know about students' ability, especially the levels.

On the preceding studies the results were the analysis which organized as form of words.Since, the researchers applied descriptive qualitative methods on the studies. Meanwhile, this researcher applied descriptive quantitative method on this research. That was the reason why result of the data on this study was form of numbers. Thus, the result of this

research and the precedings studies certainly different. Nevertheless, the precedings studies are relevant and correlated with this research by virtue of the variable.

The discussion focused on the students' theme and rheme in translating English intoIndonesian based on thematics structure to encourage the students' ability in translating thematic structureEnglish intoIndonesian.Based on the data of analysis, it had been crystal clear that students' translation of thematic structure based on clause message is in low rank. The proof is that most of the students' ability in translating topical theme is on poor level whether on the criteria accuracy or acceptability. It caused by the too many omissions, inapropriate word, and uncorrect meaning from source language (English) into receptor language (Indonesian).On interpersonal theme, the students got lowest level also. It seems on the average of the percentage from sentence 2, 3, and 4.The students were failed in translating interpersonal theme with natural form, appropriate words, and avoid in changing meaning. Moreover, some of students got 0 in translating this theme.The students got32%, 46%, and 36% for the average of percentage in criteria of accuracy in translating textual theme. From the range of the level, it obvious that the students got the poor level. Likewise, in the criteria of accetability, the students got lowest level in translating this theme. It might caused by the students' failure in avoiding ambigious meaning in translating the test, especially for textual theme.

The students got low rank not only in translating themes of clause as message but also in declarative clause. On marked theme, the students got poor level as they translate the topical theme. By the same case that caused by the same factors also, the students do many failures in translating marked theme. Moreover, on unmarked theme, the students got poor level on the sentences that belong to unmarked theme whithin it. On the four of sentences, the students got 24%, 23%, 34%, 27% at criteria of accuracy and 21%, 31%, 121%, 16% at criteria of acceptability. It might caused of the unclear meaning of the student's translation onthis theme.

Finally, the findings has supported the theories and findings suggested by some experts and the researchers that were helped by finding of the test translation results. It were showed in the findings that the students' in translating thematic structure from Indonesian text into English. Almost all of the students' results were still poor in translating English intoIndonesian. The students still need correction to improve their translation based on English intoIndonesian at the sixth semester students of English Education Department in IAIN Bukittnggi2016/2017.

CHAPTER V



CHAPTER V

CONCLUSIONS AND SUGGESTIONS

A. Conclusions

Based on the test result, the students' ability in translating thematic structure: theme and rheme from English into Indonesian by the sixth semester students of English Education Department of IAIN Bukittinggi 2016/2017 can be concluded. The conclusions are, it is found that the percentage and frequency of students' level in translating theme and rheme from English into Indonesian based on criteria of accuracy. There was no students got excellent level with range of score 80-100 as on table 4.4 in translating Indonesian text into English. There were 7 students got good level with the range 60-79, percentage for this level was 29%. There were 6 students got fair level with the range 50-59, the percentage for this level was 25% and there were 11 students who got poor level with range of score 0-49 , the percentage for this level was 46%. Based on criteria of acceptability, there was no students got excellent level with range of score 80-100. There was 5 students got good level with the range 60-79, percentage for this level was 21%. There were 3 students got fair level with the range 50-59, the percentage for this level was 12 % and there were 16 students got poor level with range of score 0-49 , the percentage for this level was 67%.

Thus, the research is deduced that students' thematic structure: theme and rheme in translating English into Indonesian was poor generally. It means that

correction was still needed by students' translation thematic structure: theme and rheme. From the analysis on criteria of accuracy and acceptability in student's test, it is found that there are several mistakes which cause the translation inaccurate and unacceptable. That is the reason why the students' translation quality on the average is poor.

B. Implication

Based on the conclusion above, the students need to improve their translation of the English into Indonesian by practice translation thematic structure: theme and rheme in translating English, at least one paragraph. The lecturer may give the students motivation to improve students' translating especially in translating English into Indonesian. English. The students have to keep attention when the teacher asks them to translate the text from Indonesian into English especially in thematic structure: theme and rheme topic.

C. Suggestions

Based on the finding above, it took as a consideration for students for evaluate the way in learning translation subject at the sixth semester of students English Education Department in IAIN Bukittinggi 2016/2017. As could be seen on the result of the research, the researcher would like to suggest as follows:

1. It is expected that the lecturer will consider to evaluate their way in teaching translation especially about thematic structure: theme and rheme. This research also can be used as reference to create an appropriate method in teaching translation and to make his/her teaching effective.
2. This research is an input or consideration for many people especially who concerns in English education section and other educational institutions.
3. Since this research is only a beginning research, so it still needs more revision and following up discussion.
4. It is hoped to the next researcher will be research in other setting to have variation research as the researcher assumes that this research is conducted in different place, it will give different results.

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APPENDIX



APPENDIX 1

RESEARCH GUIDELINE

Variable	Sub Variable	Indicator	Sub Indicator	Descriptors
Thematic structure: Theme and Rheme in translating English into Indonesian.	1. Theme	In Clause as message	1.1 Topical Theme	Topical theme which is presented by a nominal group, a prepositional phrase, or an adverbial group.
			1.2 Interpersonal Theme	Interpersonal theme which consists of any combination of vocatives, modal adjuncts and mood marking elements, WH-interrogatives and imperative let's.
			1.3 Textual Theme	Textual theme that includes continuatives, structural elements, and conjunctive adjuncts which relate the clause to the preceding texts.

		In Declarative clause	1.4 Marked Theme	Unmarked Theme is a Theme that functions as Subject.
			1.5 Unmarked Theme	Marked Theme is a Theme that functions as something other than the Subject.
	2. Rheme	In Clause as message and Declarative clause.		Rheme is what the speaker says about the theme.

APPENDIX II

INSTRUMENT GUIDELINE (TEST)

Instruction	Variable	Sub Variable	Indicator	Sub Indicator	Descriptors	Number of sentence
Translate English text into Indonesian.	Thematic structure : Theme and Rheme in translating English into Indonesian.	3. Theme	In Clause as message	3.1 Topical Theme	The students translate themes from English into Indonesian.	1, 3, 5
				1.3 Interpersonal Theme		2, 3, 4
				1.3 Textual Theme		2, 5, 6
			In Declarative clause	1.4 Marked Theme		1, 3, 5,
				1.5 Unmarked Theme		2, 4, 5, 6
		2. Rheme	In Clause as message and Declarative clause		The students translate rheme from English into Indonesian.	1, 2, 3, 4, 5, 6.

APPENDIX III

TRANSLATION TEST

Instruction:

1. **Read the paragraph below prudently**
2. **Translate the following paragraph into Indonesian on the blank part**
3. **If you find difficult words by looking it up from your dictionary**
4. **Do not forget to say basmallah before making it**

One might ask why it is necessary to explore the contributions of Muslim scholars who lived centuries ago and how such contributions are relevant for the present time. There are in fact, several benefits from this endeavor. Today's Muslims are generally oblivious of the rich legacy of their ancestors whose contributions were generally based on Islamic principles and relevant for all times and places. Most important of all and in majority of the cases, their Islamic knowledge was guided by Divine injunctions and thus believed to be free from human errors. In the area of psychology, we also find that it was the early Muslim scholars who originated many psychological theories and practices prevalent today. While a lot is written about their works, not much is readily available in the English language.

Key words: muslim scholars, Islamic knowledge, psychology

Source: journal of religion and health. **Vol. 43, No. 4,Winter 2004**. *Psychology from Islamic Perspective: Contributions of Early Muslim Scholars and Challenges to Contemporary Muslim Psychologist* by Amber Haque

Key answer

TRANSLATION TEST

Instruction:

5. **Read the paragraph below prudently**
6. **Translate the following paragraph into Indonesian on the blank part**
7. **If you find difficult words by looking it up from your dictionary**
8. **Do not forget to say basmallah before making it**

One might ask why it is necessary to explore the contributions of Muslim scholars who lived centuries ago and how such contributions are relevant forthe present time. There are in fact, several benefits from this endeavor. Today's Muslims are generally oblivious of the rich legacy of their ancestors whose contributions were generally based on Islamic principles and relevant for all times and places. Most important of all and in majority of the cases, their Islamic knowledge was guided by Divine injunctions and thus believed to be free from human errors. In the area of psychology, we also find that it was the early Muslim scholars who originated many psychological theories and practices prevalent today. While a lot is written about their works, not much isreadily available in the English language.

Key words: muslim scholars, Islamic knowledge, psychology

Source: journal of religion and health.**Vol. 43, No. 4,Winter 2004**. *Psychology from Islamic Perspective: Contributions of Early Muslim Scholars and Challenges to Contemporary Muslim Psychologist* by Amber Haque

Siapapun mesti bertanya-tanya apa pentingnya menyelidiki kontribusi tokoh muslim yang hidup beradab-abad yang lalu dan hubungannya dengan masa sekarang ini. Nyata-nya, ada beberapa manfaat dari usaha ini. Muslim saat ini umumnya lupa akan kekayaan warisan leluhur mereka yang secara umum kontribusinya berdasarkan pada prinsip dan yang berkaitan dengan islam kapanpun dan dimanapun itu. Yang sangat penting dan dominan dalam hal ini, pengetahuan ke-Islam-an mereka cenderung pada perintah Tuhan dan bebas dari kesalahan manusia biasa. Di bidang psikologi, kita juga menemukan bahwa adanya tokoh muslim pada masa lampau yang menggagas banyak teori dan penelitian tentang psikologi yang masih berlaku untuk saat ini. Meskipun tulisan tentang usaha mereka ini cukup banyak, namun dalam versi bahasa inggris tidak begitu banyak ditemukan.

APPENDIX IV

LEMBAR VALIDASI SOAL UJI COBA TES AKHIR

Petunjuk:

1. Untuk memberikan penilaian terhadap soal uji coba, Bapak/Ibu cukup memberikan tanda (√) pada kolom yang disediakan.
2. Angka yang terdapat pada kolom berarti:
   0 = tidak valid
   1 = kurang valid
   2 = cukup valid
   3 = valid
   4 = sangat valid
3. Huruf-huruf yang terdapat pada kolom penelitian secara umum berarti:
   A = Dapat dilakukan tanpa revisi
   B = Dapat dilakukan dengan sedikit revisi
   C = Dapat dilakukan dengan revisi sedang
   D = Dapat dilakukan dengan banyak revisi
   E = Tidak dapat digunakan

NO	Aspek penilaian	Skala penilaian					Keterangan
		0	1	2	3	4	
1	Isi soal uji coba tes Kesesuaian denga kompetensi Kebenaran soal uji coba tes akhir Soal mengacu pada indikator Soal mudah diukur						
2	Bahasa yang digunakan Kebenaran tata bahasa Kesederhanaan struktur kalimat						

Penilaian secara umum:

No	Uraian	A	B	C	D	E
1.	Penialaian secar umum terhadap uji coba soal tes akhir					

Saran:

_____

_____

_____

Bukittinggi, ……..2017

Validator

(……)

LEMBAR VALIDASI SOAL UJI COBA TES AKHIR

Petunjuk:

1. Untuk memberikan penilaian terhadap soal uji coba tes akhir, Bapak/Ibu cukup memberikan tanda (√) pada kolom yang disediakan.
2. Angka-angka yang terdapat pada kolom yang dimaksud berarti
   0 = tidak valid
   1 = kurang valid
   2 = cukup valid
   3 = valid
   4 = sangat valid
3. Huruf-huruf yang terdapat pada kolom penilaian secara umum yang dimaksud berarti:
   A = dapat digunakan tanpa revisi
   B = dapat digunakan dengan sedikit revisi
   C = dapat digunakan dengan revisi sedang
   D = dapat digunakan dengan banyak revisi
   E = tidak dapat digunakan

NO	Aspek Penilaian	Skala Penilaian					Keterangan
		0	1	2	3	4	
1	Isi soal uji coba tes						
	a. Kesesuaian dengan kompetensi				✓		
	b. Kebenaran soal uji coba tes akhir				✓		
	c. Soal mengacu pada indikator				✓		
	d. Soal mudah diukur				✓		
2	Bahasa yang digunakan						
	a. Kebenaran tata bahasa				✓		
	b. Keserderhanaan struktur kalimat				✓		

NO	Uraian	A	B	C	D	E
1	Penilaian secara umum terhadap uji coba soal tes akhir		✓			

Saran:

Bukittinggi, 27 Juli 2017

Validator

Dra. Hj. Nurdin Edel, S.Pd., M.Pd

NIP

LEMBAR VALIDASI SOAL UJI COBA TES AKHIR

Petunjuk:

1. Untuk memberikan penilaian terhadap soal uji coba tes akhir, Bapak/Ibu cukup memberikan tanda (√) pada kolom yang disediakan.
2. Angka-angka yang terdapat pada kolom yang dimaksud berarti
   0 = tidak valid
   1 = kurang valid
   2 = cukup valid
   3 = valid
   4 = sangat valid
3. Huruf-huruf yang terdapat pada kolom penilaian secara umum yang dimaksud berarti:
   A = dapat digunakan tanpa revisi
   B = dapat digunakan dengan sedikit revisi
   C = dapat digunakan dengan revisi sedang
   D = dapat digunakan dengan banyak revisi
   E = tidak dapat digunakan

NO	Aspek Penilaian	Skala Penilaian					Keterangan
		0	1	2	3	4	
1	Isi soal uji coba tes a. Kesesuaian dengan kompetensi b. Kebenaran soal uji coba tes akhir c. Soal mengacu pada indikator d. Soal mudah diukur					√ √ √ √	
2	Bahasa yang digunakan a. Kebenaran tata bahasa b. Kesederhanaan struktur kalimat				 √	√	

NO	Uraian	A	B	C	D	E
1	Penilaian secara umum terhadap uji coba soal tes akhir	√				

Saran:
- Read your answer (Make sure they correct)
-

Bukittinggi, 2017

Validator

IHSAN KHOIRI, M.Pd

NIP.

LEMBAR VALIDASI SOAL UJI COBA TES AKHIR

Petunjuk:

1. Untuk memberikan penilaian terhadap soal uji coba tes akhir, Bapak/Ibu cukup memberikan tanda (√) pada kolom yang disediakan.
2. Angka-angka yang terdapat pada kolom yang dimaksud berarti
   0 = tidak valid
   1 = kurang valid
   2 = cukup valid
   3 = valid
   4 = sangat valid
3. Huruf-huruf yang terdapat pada kolom penilaian secara umum yang dimaksud berarti:
   A = dapat digunakan tanpa revisi
   B = dapat digunakan dengan sedikit revisi
   C = dapat digunakan dengan revisi sedang
   D = dapat digunakan dengan banyak revisi
   E = tidak dapat digunakan

NO	Aspek Penilaian	Skala Penilaian					Keterangan
		0	1	2	3	4	
1	Isi soal uji coba tes						
	a. Kesesuaian dengan kompetensi			✓			
	b. Kebenaran soal uji coba tes akhir			✓			
	c. Soal mengacu pada indikator			✓			
	d. Soal mudah diukur		✓				
2	Bahasa yang digunakan						
	a. Kebenaran tata bahasa						
	b. Kesederhanaan struktur kalimat						

NO	Uraian	A	B	C	D	E
1	Penilaian secara umum terhadap uji coba soal tes akhir			✓		

Saran:

Tambahkan soal dengan beberapa indikator lagi !!!

Bukittinggi, 15 Mei 2017

Validator

Dra. Rahmi [illegible]

NIP

APPENDIX V

Table 4.1

Score Accuracy of Translation Indonesian Text

NO	SENTENCES / STUDENTS	1	2	3	4	5	6	TOTAL
1	DE	0	1	0	1	0	1	**3**
2	MF	1	2	1	2	1	2	**9**
3	MN	2	2	2	1	2	1	**10**
4	SA	2	1	0	2	2	2	**9**
5	MK	2	3	2	2	2	3	**14**
6	LS	1	2	1	2	0	0	**6**
7	AT	2	2	2	2	3	2	**13**
8	RF	2	3	2	2	2	2	**13**
9	YT	2	3	2	1	2	1	**11**
10	CF	3	2	2	2	3	2	**14**
11	VS	2	2	1	2	1	1	**9**
12	DN	1	1	1	2	0	1	**6**
13	DE	2	1	1	1	0	1	**6**
14	NH	0	1	1	1	0	0	**3**
15	RA	2	1	2	2	1	0	**8**
16	GR	1	1	1	1	0	0	**4**
17	DR	2	1	2	2	0	2	**9**
18	IM	2	3	2	2	1	1	**11**
19	DR	2	2	1	2	0	0	**7**
20	JS	2	1	0	0	1	0	**4**
21	RR	1	0	1	0	0	1	**3**
22	AM	1	2	2	2	1	1	**9**
23	AF	2	3	3	2	2	1	**13**
24	MG	2	1	2	2	1	0	**8**
	TOTAL	**39**	**41**	**34**	**38**	**25**	**25**	**202**
	AVERAGE	**1.6**	**1.7**	**1.4**	**1.6**	**1.0**	**1.0**	

Table 4.2

Score Acceptability of Translation Indonesian Text

NO	SENTENCES / **STUDENTS**	**1**	**2**	**3**	**4**	**5**	**6**	TOTAL
1	DE	1	1	0	1	0	1	4
2	MF	1	1	1	2	1	2	8
3	MN	2	2	1	2	2	2	11
4	SA	1	0	0	1	1	2	5
5	MK	2	2	2	2	3	2	13
6	LS	1	1	2	2	0	0	6
7	AT	2	2	2	2	3	2	13
8	RF	1	2	1	3	2	2	11
9	YT	2	2	2	0	2	2	10
10	CF	2	2	2	2	2	2	12
11	VS	1	1	0	1	0	1	4
12	DN	1	0	1	1	0	1	4
13	DE	1	1	1	1	0	1	5
14	NH	0	1	1	1	0	0	3
15	RA	1	1	1	0	1	0	4
16	GR	1	1	1	0	0	0	3
17	DR	2	1	1	2	0	2	8
18	IM	1	2	2	1	0	0	6
19	DR	1	1	1	1	0	0	4
20	JS	1	1	0	1	0	1	4
21	RR	1	0	1	0	0	0	2
22	AM	1	1	1	2	1	0	6
23	AF	2	2	2	1	1	1	9
24	MG	1	0	1	2	0	0	4
	TOTAL	**30**	**28**	**27**	**31**	**19**	**24**	**159**
	AVERAGE	**1.3**	**1.2**	**1.1**	**1.3**	**0.8**	**1.0**	

APPENDIX VI

Table 4.3

The students' percentage in translating topical theme based on criteria of accuracy.

Indicator	Sub-Indicator	Sentence Number	Criteria of Accuracy	Frequency	Percentage (%)
In clause as message	**Topical Theme**	**1**	3	1	42%
			2	15	63%
			1	6	25%
		N		**22**	**130%**
		Average Percentage			**43%**
		3	3	1	42%
			2	11	44%
			1	9	38%
		N		**21**	**124%**
		Average Percentage			**41%**
		5	3	2	83%
			2	6	25%
			1	7	29%
		N		**15**	**137%**
		Average Percentage			**46%**

Table 4.4

The students' percentage in translating topical theme based on criteria of acceptability.

Indicator	Sub-Indicator	Sentence Number	Criteria of Acceptability	Frequency	Percentage (%)
In clause as message	**Topical Theme**	**1**	3	0	0%
			2	7	29%
			1	16	67%
		N		**23**	**96%**
		Average Percentage			**32%**
		3	3	0	0%
			2	7	29%
			1	13	54%
		N		**20**	**83%**
		Average Percentage			**28%**
		5	3	2	83%
			2	4	17%
			1	5	21%
		N		**11**	**121%**
		Average Percentage			**40%**

Table 4.5

The students' percentage in translating Interpersonal theme based on criteria of accuracy.

Indicator	Sub-Indicator	Sentence Number	Criteria of Accuracy	Frequency	Percentage (%)
In clause as message	**Inter-personal Theme**	**2**	3	5	21%
			2	8	33%
			1	10	42%
		N		**23**	**96%**
		Average Percentage			**32%**
		3	3	1	42%
			2	11	44%
			1	9	38%
		N		**21**	**124%**
		Average Percentage			**41%**
		4	3	0	0%
			2	16	67%
			1	6	25%
		N		**22**	**92%**
		Average Percentage			**31%**

Table 4.6

The students' percentage in translating Interpersonaltheme based on criteria of acceptability.

Indicator	Sub-Indicator	Sentence Number	Criteria of Acceptability	Frequency	Percentage (%)
In clause as message	**Inter-personal Theme**	**2**	3	0	0%
			2	8	33%
			1	12	50%
		N		**20**	**83%**
		Average Percentage			**28%**
		3	3	0	0%
			2	7	29%
			1	13	54%
		N		**20**	**83%**
		Average Percentage			**28%**
		4	3	1	42%
			2	9	38%
			1	10	42%
		N		**20**	**122%**
		Average Percentage			**41%**

Table 4.7

The students' percentage in translating textual theme based on criteria of accuracy.

Indicator	Sub-Indicator	Sentence Number	Criteria of Accuracy	Frequency	Percentage (%)
In clause as message	**Textual Theme**	**2**	3	5	21%
			2	8	33%
			1	10	42%
		N		**23**	**96%**
		Average Percentage			**32%**
		5	3	2	83%
			2	6	25%
			1	7	29%
		N		**15**	**137%**
		Average Percentage			**46%**
		6	3	1	42%
			2	6	25%
			1	10	42%
		N		**17**	**109%**
		Average Percentage			**36%S**

Table 4.8

The students' percentage in translating textual theme based on criteria of acceptability.

Indicator	Sub-Indicator	Sentence Number	Criteria of Acceptability	Frequency	Percentage (%)
In clause as message	**Textual Theme**	**2**	3	0	0%
			2	8	33%
			1	12	50%
		N		**20**	**83%**
		Average Percentage			**28%**
		5	3	2	83%
			2	4	17%
			1	5	21%
		N		**11**	**121%**
		Average Percentage			**40%**
		6	3	0	0%
			2	9	38%
			1	6	25%
		N		**15**	**63%**
		Average Percentage			**21%**

Table 4.9

The students' percentage in translating marked theme based on criteria of accuracy.

Indicator	Sub-Indicator	Sentence Number	Criteria of Accuracy	Frequency	Percentage (%)
In declarative clause	**Marked theme**	**1**	3	1	42%
			2	15	63%
			1	6	25%
		N		**22**	**130%**
		Average Percentage			**43%**
		3	3	1	42%
			2	11	44%
			1	9	38%
		N		**21**	**124%**
		Average Percentage			**41%**
		5	3	2	83%
			2	6	25%
			1	7	29%
		N		**15**	**137%**
		Average Percentage			**46%**

Table 4.10

The students' percentage in translating marked theme based on criteria of acceptability.

Indicator	Sub-Indicator	Sentence Number	Criteria of Acceptability	Frequency	Percentage (%)
In declarative clause	**Marked theme**	**1**	3	0	0%
			2	7	29%
			1	16	67%
		N		**23**	**96%**
		Average Percentage			**32%**
		3	3	0	0%
			2	7	29%
			1	13	54%
		N		**21**	**83%**
		Average Percentage			**28%**
		5	3	2	83%
			2	4	17%
			1	5	21%
		N		**11**	**121%**
		Average Percentage			**40%**

Table 4.11

The students' percentage in translating unmarked theme based on criteria of accuracy.

Indicator	Sub-Indicator	Sentence Number	Criteria of Accuracy	Frequency	Percentage (%)
In declarative clause	**Un-marked Theme**	**2**	3	5	21%
			2	8	33%
			1	10	42%
		N		**23**	**96%**
		Average Percentage			**24%**
		4	3	0	0%
			2	16	67%
			1	6	25%
		N		**22**	**92%**
		Average Percentage			**23%**
		5	3	2	83%
			2	6	25%
			1	7	29%
		N		**15**	**137%**
		Average Percentage			**34%**
		6	3	1	42%
			2	6	25%
			1	10	42%
		N		**17**	**109%**

		Average Percentage			**27%**

Table 4.12

The students' percentage in translating unmarked theme based on criteria of acceptability.

Indicator	Sub-Indicator	Sentence Number	Criteria of Acceptability	Frequency	Percentage (%)
In declarative clause	**Un-marked Theme**	**2**	3	0	0%
			2	8	33%
			1	12	50%
		N		**20**	**83%**
		Average Percentage			**21%**
		4	3	1	42%
			2	9	38%
			1	10	42%
		N		**20**	**122%**
		Average Percentage			**31%**
		5	3	2	83%
			2	4	17%
			1	5	21%
		N		**11**	**121%**
		Average Percentage			**30%**

		6	3	0	0%
			2	9	38%
			1	6	25%
		N		**15**	**63%**
		Average Percentage			**16%**

Table 4.13

The students' percentage in translating rheme based on criteria of accuracy.

Indicator	Sub-Indicator	Sentence Number	Criteria of Accuracy	Frequency	Percentage (%)
In declarative clause	**Un-marked Theme**	**1**	3	1	42%
			2	15	63%
			1	6	25%
		N		**22**	**130**
		Average Percentage			**22%**
		2	3	5	21%
			2	8	33%
			1	10	42%
		N		**23**	**96%**
		Average Percentage			**16%**
		3	3	1	42%
			2	11	44%
			1	9	38%

		N		**21**	**124%**
		Average Percentage			**21%**
		4	3	0	0%
			2	16	67%
			1	6	25%
		N		**22**	**92%**
		Average Percentage			**36%**
		5	3	2	83%
			2	6	25%
			1	7	29%
		N		**15**	**137%**
		Average Percentage			**23%**
		6	3	1	42%
			2	6	25%
			1	10	42%
		N		**17**	**109%**
		Average Percentage			**18%**

Table 4.14

The students' percentage in translating rheme based on criteria of acceptability.

Indicator	Sub-Indicator	Sentence Number	Criteria of Acceptability	Frequency	Percentage (%)
In declarative clause	**Un-marked Theme**	**1**	3	0	0%
			2	7	29%
			1	16	67%
		N		**23**	**96%**
		Average Percentage			**16%**
		2	3	0	0%
			2	8	33%
			1	12	50%
		N		**20**	**83%**
		Average Percentage			**14%**
		3	3	0	0%
			2	7	29%
			1	13	54%
		N		**21**	**83%**
		Average Percentage			**14%**
		4	3	1	42%
			2	9	38%
			1	10	42%
		N		**20**	**122%**

		Average Percentage			**20%**
		5	3	2	83%
			2	4	17%
			1	5	21%
		N		**11**	**121%**
		Average Percentage			**20%**
		6	3	0	0%
			2	9	38%
			1	6	25%
		N		**15**	**63%**
		Average Percentage			**11%**

APPENDIX VII

Tabel 4.17

The Frequency and percentage of Students' Level Mastery based on Criteria of Accuracy

No	Level	Frequency	Percentage (%)
1	**Excellent**	0	0%
2	**Good**	7	29%
3	**Fair**	6	25%
4	**Poor**	11	46%
	N	**24**	**100%**

Table 4.18

The frequency and percentage of Students' Level Mastery based on Criteria Acceptability

No	Level Mastery	Frequency	Percentage (%)
1	**Excellent**	0	0%
2	**Good**	5	21%
3	**Fair**	3	12%
4	**Poor**	16	67%
	N	**24**	**100%**

BIBLIOGRAPHY



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Line : yuni astria

No. hp/WA : 083180093355

Anggota Keluarga

Ayah : Drs. Satriadi

Ibu : Dra. Astuti Arief

Adik : Yuliani Astria

Riwayat Pendidikan

- SDN 26 Bunian, Payakumbuh
- MTsN Kota Payakumbuh
- MAN 2 Payakumbuh

Quote

" Life is up to me & He fix on it"