

CHAPTER I

INTRODUCTION

In this chapter the writer explains about the background of the study, problem of the study, objective of the study, significance of the study, scope of the study, definition of key terms, and frame work of discussion.

A. Background of the Study

It is necessary to discriminate between the teaching of translation as a vocational skill and the use of translation in the teaching situation as an aid to language learning. The need for some translation in language learning is usually supported by non-native teachers. Native teachers of English argue that foreign language learning needs as much exposure to L2 as possible during the precious classroom time, and any usage of L1 or translation is a waste of time.

Translation is sometimes referred to as the fifth language skill alongside with the other four basic skills (listening, speaking, reading, writing): “Translation holds a special importance at an intermediate and advanced level: in the advanced or final stage of language teaching, translation from L1 to L2 and L2 to L1 is recognized as the fifth skill and the most important social skill since it promotes communication and understanding between strangers” (Ross, 2000:6).

No matter how good the students are at comprehending authentic reading or listening materials, the majority keeps mentally translating from L2 into L1 and vice versa. This fact makes teachers of foreign languages aware of the importance of translation in language classrooms.

The real usefulness of translation in English classes lies in exploiting it in order to compare grammar, vocabulary, word order and other language points in English and the student's mother tongue. According to N. J. Ross (2000), if students are aware of the differences, language interference (transfer) and intervention from their own language are likely to be reduced.

In general, the purpose of translation is to reproduce various kinds of texts—including religious, literary, scientific, and philosophical texts—in another language and thus making them available to wider readers. As means of communication, translation is known as a technique for learning foreign languages. According to Meetham and Hudson (1969) in Bell (1991:13):

The process or result of converting information from one language into another... The aim is to reproduce as accurately as possible all grammatical and lexical features of the Source Language original by finding equivalents in the target language. At the same time all factual information in the original text... must be retained in the translation.

Moreover translation is also a field of various procedures. In addition to word-for-word and sense-for-sense procedures, the translator may use a variety of procedures that differ in importance according to the contextual factors of both the Source Text and the Target Text. According to The Macquarie Dictionary in Machali (2000:62), "a procedure is the act or manner of proceeding in any action or process". At first the different methods or procedures seem to be countless, generally speaking, translator can choose from two methods of translating. Newmark (1998) mentions the difference between translation methods and translation procedures. He writes that, "While translation methods relate to whole

texts, translation procedures are used for sentences and the smaller units of language”. The translating procedures, as depicted by Nidaare Technical procedures and Organizational procedures. Whereas Vinay and Darbelnet (in Steiner and Yallop 2001) said that, “translation procedures are the basic techniques of translation”. Vinay and Darbelnet was the first classification of translation technique that had a clear methodological purpose. According to them the procedures were classified as two methods; direct translation and oblique translation, covering seven procedures (in Hatim and Munday 2004:30), they are “(i) direct translation, which covers borrowing, calque, and literal translation, and (ii) oblique translation, which is transposition, modulation, equivalence, and adaptation”.

Kamus Istilah Inggris-Indonesia compiled by Edizal published by Kayupasak with ISBN (International Standard Book Number) 978-979-1300-14-8. It is consisted of 201 pages and contained many general terms from different disciplines, such as agriculture, biology, company, economy, education, finance, government, industry, military, psychology, and many more. Since the writer is in English Education Study Program, he picks the education terms to be the object analysis so that beside giving information about translation, this study hopefully can enlarge students’ vocabulary or their knowledge of education terms as well. For instance, based on writer’s experience in the Cross-Cultural Understanding class, the lecturer revealed that the word *pelajar*, *siswa*, or *murid* are not only can be translated as student but also pupil.

Vinay and Darbelnet's theory of translation procedures is so compact and relatively easy to be understood, that there is no need to rephrase it. That is why the writer decides to analyze "Edizal Kamus Istilah Inggris-Indonesia" specifically at education terms to describe Vinay and Darbelnet's theory of translation procedures that found in it. For example **institute** which is translated into **institut** is an example of borrowing procedure because the SL is transferred directly to the TL. The next example is **lesson** which translated into **pelajaran** as an example of Literal Translation procedure because the direct transfer of a source language text into a grammatically and idiomatically appropriate target text.

B. Research Problems

Based on the background above there are some problems of the analysis which are discussed.

- a. What are the translation procedures found in education terms of "*Kamus Istilah Inggris-Indonesia*"?
- b. What is the most dominant translation procedure found in education terms of "*Kamus Istilah Inggris-Indonesia*"?

C. Objectives of the Study

The objectives of the analysis are to answer the problems above that can be described as follows:

- a. To find and to analyze the translation procedures found in education terms of "*Kamus Istilah Inggris-Indonesia*".
- b. To find out the dominant type of the translation procedure found in education terms of "*Kamus Istilah Inggris-Indonesia*".

D. Scope and Limitation

In this study, the writer will focus on analyzing the translation of education terms in a dictionary entitled "*Kamus Istilah Inggris-Indonesia*". The data source taken from education chapter only within the dictionary. The specific aims are to identify the education terms in the form of noun phrase, in order to identify the procedures in translating the noun phrases of education terms from English Into Bahasa Indonesia by using Vinay and Dalbernet's theory.

E. Significance of the Study

The writer really hopes that the analysis on translation has some benefits to the writer himself and to the readers in general. It is expected to have theoretical and practical significances.

1. Theoretically

The analysis can give some contributions to the enlargement of the translation and also give more information and knowledge about translation especially for the students of English Department at IAIN Palangka Raya.

2. Practically

This thesis can be used by translator in practicing the translation and also as the reference by the readers especially the students at English Education Study Program, Faculty of Teacher Training and Education of State Islamic Institute (IAIN) of Palangka Raya who wants to analyze translation as the object in thesis writing.

F. Definition of Key Terms

1. Translation

Translation is a two-edged instrument: it has the special purpose of demonstrating the learner's knowledge of foreign language. (Newmark, 1998)

2. Procedure

Procedure is a way of acting or progressing in a course of action, especially an established method.

(<http://www.dictionary.com/browse/procedure>, 2017)

3. Education

Education is the act or process of imparting or acquiring general knowledge, developing the powers of reasoning and judgment, and generally of preparing oneself or others intellectually for mature life.

(<http://www.dictionary.com/browse/education>, 2016)

4. Terms

Terms is a word or group of words designating something, especially in a particular field, as *atom* in physics, *quietism* in theology, *adze* in carpentry, or *district leader* in politics.

(<http://www.dictionary.com/browse/terms>, 2016)

CHAPTER II

REVIEW OF RELATED LITERATURE

This chapter reviews the understanding theory used in the study concerning with the translation. To be more specific, this is reviews of related literature discusses about previous studies, nature of translation, and translation procedures.

A. Previous Studies

The writer takes some previous studies as the comparison and guidance of this research. The first is “An Analysis of Translation Procedures of Translating Computer Term in Andrew S. Tanenbaum 3rd Computer Networks into Bahasa Indonesia”. This study is researched by Fachwinalia Keumala Sari (2009) and her thesis has given alot of contribution of this study. She talks about methodology for translation which some theory that she uses is relevant to this study, such as Vinay and Dalbernet theory’s about translation procedures. As the result of her analysis, she found 84 computer terms; there are 39 cases of “borrowing” (8 cases of “pure loanwords”, 7 cases of “mix loanwords”, and 24 cases of “loan blend”), 24 cases of “calque”, 16 cases of literal translation, and 5 cases of “transposition”. There are no cases of modulation, equivalence and adaptation found from the data which are analyzed. As conclusion, she concluded that the most dominant procedure that is found from the data is borrowing with 39 cases (46 %).

The second is “An Analysis of Translation Procedures of The Terms Used in English Version of “Facebook” Social Networking Website Into Its Bahasa Indonesia Version”. This study is researched by Ari Listiani (2010). Her research

is closely relevant to this study. She uses Vinay and Dalbernet's theory and also uses qualitative and quantitative methods. From the result of her analysis, it is found that from 7 (seven) types of Translation Procedures, there are only 3 (three) types procedures that occur in the analyzed data. They are: (1) borrowing, (2) literal translation and (3) transposition. And from the three types, Borrowing is the most dominant type of translation procedures that occur in the analyzed data.

The third is Helen Novawati (2012), in her thesis "An Analysis Of Translation Procedures Of Accounting Terms In A Bilingual Textbook For Grade XII Of Senior High School Entitled 'Accounting 2'" is closely related to this thesis. The specific aims of her research were to identify the accounting terms in the form of noun phrases, to identify the procedures in translating the noun phrases of accounting terms from English into the Bahasa Indonesia, and to examine the quality of the translation. This research applied a qualitative method by analyzing the data into several steps. First, all accounting terms found in the textbook were collected and categorized based on the categories of noun phrase suggested by Wishon and Burks. Second, the accounting terms of in the noun phrases were analyzed in terms of their translation procedures by applying Vinay and Darbelnet's theory. Third, the quality of the accounting term translation was assessed by employing Larson's evaluation criteria for translations. The result shows that there are 125 accounting terms in the noun phrases found in the textbook, categorized into different forms such as Noun + Noun, Noun, Participle + Noun, Adjective + Noun, Noun + Preposition + Noun + Noun, Noun + Noun + Noun, Noun + Adjective, Noun + Adjective + Noun, Adjective + Noun+ Noun,

Participle + Noun + Noun, Noun + Conjunction + Noun + Noun, Noun + Preposition + Noun, and Participle (ed) + Participle (ing). The research also shows that the translator employed three procedures of direct or literal translation, and two procedures of indirect or oblique translation. Meanwhile, according to three reviewers, the quality of the accounting terms translation, in terms of accuracy, clarity, and naturalness, is at grade 3 (Good level) with percentage of 56.53%. It can be concluded that there were four dominant categories of noun phrases, with the most dominant translation procedure used is borrowing procedure of 43 terms (34.4%). Meanwhile, its translation has fulfilled the criteria of what is called good translation purposed by Larson in terms of accuracy, clarity, and naturalness.

The difference between those three related studies with this study is the object of analysis. The writer focuses only on the Education Terms in *Edizal Kamus Istilah Inggris – Indonesia*.

B. Definition of Translation

Definitions of translation have been proposed by a number of translation experts. Regarding this, it is defined by Newmark (1988:5), “Translation is the process of rendering the meaning of a text into another language in a way that the author intended the text”. In addition, Bell (1991:6) states that translation is the replacement of a representation of a text in a second language.

Brislin (1976:1) defines translation as “The general term referring to the transfer of thoughts and ideas from one language (source) to another (target), whether the languages are in written or oral form; whether the languages have

established orthographies or do not have such standardization or whether one or both languages is based on signs, as with sign languages of the deaf.”

Nida (1984:83) points out: “Translation consists of reproducing in the receptor language the closest natural equivalent of the source language message, first in terms of meaning and secondly in terms of style”. Likewise, translation, as Bell (1991:8) asserts, “Translation involves the transfer of meaning from a text in one language into a text in another language”.

Finally, Wills (1982:3) defines translation more or less similarly that “Translation is a transfer process which aims at the transformation of a written SL text into an optimally equivalent TL text, and which requires the syntactic, the semantic and the pragmatic understanding and analytical processing of the SL”.

After all, translation is the process of rendering the meaning of text in order to transfer the thoughts and ideas from one language (source) to another (target).

C. Methods of Translation

People translate to reach many different purposes. Different purposes also need different methods of translation. Newmark (1988b:81) mentions the difference between translation methods and translation procedures. He writes that, "while translation methods relate to whole texts, translation procedures are used for sentences and the smaller units of language". He (1988:45) goes on to refer to the following methods of translation (V-Diagram):

SL Emphasis

TL Emphasis

Word-for-word Translation

Adaptation

Literal Translation

Free Translation

Faithful Translation

Idiomatic Translation

Semantic Translation

Communicative Translation

a. Word-for-word Translation

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

Examples:

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

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

2. SL: I like that clever student.

TL: *Saya menyukai itu anak pintar

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

TL: Saya akan pergi ke New York besok.

4. SL: Joanne gave me two tickets yesterday.

TL: Joanne memberi saya dua tiket kemarin.

b. Literal Translation

The SL grammatical constructions are converted to their nearest TL equivalents but the lexical items are again translated out of context.

As pre-translation process, it indicates problems to be solved.

Outcome: Literal Translation

Examples:

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

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

2. SL: It's raining cats and dogs.

TL: Hujan kucing dan anjing.

3. SL: His hearth is in the right place.

TL: Hatinya berada di tempat yang benar

4. SL: The Sooner or the later the weather will change.

TL: Lebih cepat atau lebih lambat cuaca akan berubah

c. Faithful Translation

It attempts to reproduce the precise contextual meaning of the original within the constraints of the TL grammatical structures. It transfers cultural words and preserves the degree of grammatical and lexical deviation from SL norms. It attempts to be completely faithful to the intentions and the text-realisation of the SL writer. Outcome:

Literal Translation

Examples:

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

TL: Ben menyadari terlalu baik bahwa ia nakal.

2. SL: I have quite a few friends.

TL: Saya mempunyai samasekali tidak banyak teman.

d. Semantic Translation

It differs from faithful translation only in as far as it must take more account of the aesthetic value of the SL text, compromising on 7 meaning where appropriate so that no assonance, word play or repetition jars in the finished version. It does not rely on cultural equivalence and makes very small concessions to the readership. While 'faithful' translation is dogmatic, semantic translation is more flexible. Outcome: Literal Translation

Example:

1. SL: He is a book-worm

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

e. Adaptation

This is the freest form of translation mainly used for plays and poetry: themes/ characters/ plots preserved, SL culture converted to TL culture & text is rewritten. Outcome: Free Translation

Example:

1. SL: hey, Jude don't make it bad Take a sad song and make it better Remember to let her into your heart Then you can start to make it better. (Hey Jude-The Beatles, 1968)
2. TL: kasih, dimanakah mengapa kau tinggalkan aku Ingat-ingatlah kau padaku Janji setiamu tak kan lupa.

f. Free Translation

It reproduces the matter without the manner, or the content without the form of the original. Usually it is a paraphrase much longer than the original. Outcome: Free Translation.

Example:

1. SL: The flowers in the garden.

TL: Bunga-bunga yang tumbuh di kebun

g. Idiomatic Translation

It reproduces the message of the original but tends to distort nuances of meaning by preferring colloquialisms and idioms where these do not exist in the original. Outcome: Dynamic/ Idiomatic / Communicative Translation.

Examples:

1. I don't have my eye on you = I don't remember you
2. I don't have my eye on you = I'm already to go

h. Communicative Translation

This method displays the exact contextual meaning of the original text in a manner where both content and language are easily acceptable and comprehensible to the readers. Outcome: Dynamic/ Idiomatic / Communicative Translation

Example:

1. SL: Beware of the dog.

TL: Awas anjing galak.

Remarking on these methods, the writer should first say that exclusive semantic and communicative translation satisfy the two fundamental points of translation, which are to start with, precision, and second, economy. (A semantic translation is more likely to be economical than a communicative translation, unless, for the last mentioned, the content is inadequately composed). All in all, a semantic translation is composed at the author's linguistic level, a communicative at the readership's. Semantic interpretation is utilized for 'expressive' texts, communicative for 'informative' and 'vocative' texts.

Such a great amount for the detail, yet semantic and communicative should likewise be viewed as wholes. Semantic interpretation is close to home and individual, takes after the points of view of the creator, tends to over-translate, seeks after subtleties of significance, yet goes for concision keeping in mind the end goal to recreate realistic effect. Communicative translation is social, focuses on the message and the primary power of the content, tends to under-translate, to be straightforward, clear and brief, and is constantly composed in a characteristic and ingenious style. A semantic translation is regularly sub-par compared to its unique, as there is both intellectual and even minded misfortune; an open interpretation is frequently superior to its unique. When there is no other option, a semantic translation needs to decipher, a communicative translation to clarify.

Hypothetically, communicative translation permits the translator no more opportunity than semantic translation. Truth be told, it does, since the translator is serving a putative extensive and not all around characterized readership, while in

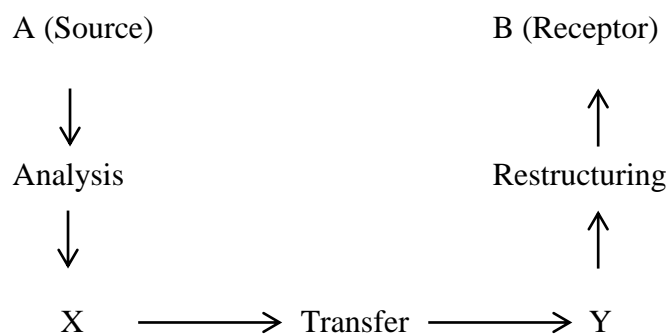
semantic translation, he is following a solitary very much characterized specialist, i.e. the creator of the SL content.

D. The Process of Translation

To translate a text, translator needs some process. Some experts classified it to many kinds of process based on their understanding about it. Newmark in Asriyani (2010) confronted that there are three basic translation processes:

1. The interpretation and analysis of the SL text.
2. The translation procedures, which may be direct or on the basis of SL and TL corresponding syntactic, or through an underlying logical 'interlanguage'.
3. The reformulation of the text in relation to the writer's intention, the readers' expectation, the appropriate norms of the TL, etc.

While Nida and Taber (1974:33) described translation process as in diagram below:



The system of translation consists of a more elaborate procedure comprising three stages:

1. Analysis, in which the surface structure is analyzed in terms of the grammatical relationship and the meanings of the words and combination of words.
2. Transfer, in which the analyzed materials is transferred in the mind of the translator from language A to language B, and
3. Restructuring, in which the transferred material is restructured in order to make the final message fully acceptable in the receptor language.

Translation is a complicated process. However, a translator who concerned with transferring the meaning will find that the receptor language has a way in which the desired meaning can be expressed; even it may be very different from the source language form.

E. The Principles of Translation

Translation has got some principles that confronted by the experts. The principles below are proposed by Duff (1989:10-11):

- a. The translation should reflect accurately the meaning of the original text
- b. The ordering of the words and ideas in the translation should match the original as closely as possible.

Nida (<http://www.pliegosdeyuste.eu/n4pliegos/eugeneanida.pdf>, accessed on November 29th 2016) states that: “Translating is not a separate science, but it often does represent specialized skills and can also require aesthetic sensitivity. Skilled

translators must have a special capacity for sensing the closest natural equivalent of a text, whether oral or written”.

According to Nida (<http://www.pliegosdeyuste.eu/n4pliegos/eugeneanida.pdf>, accessed on November 29th 2016), there are 8 principles that can help new translators know how they can best initiate themselves into the principles and procedures of translation:

1. A language is a series of verbal habits that represent aspects of a culture. Thus persons who wish to use the language of a different language community must learn how to use the words in a culturally acceptable manner.
2. The meaning of a verbal symbol is defined indirectly by all contrastive symbols. For example, the meaning of traffic symbols is defined by all the other symbols referring to the movement of vehicles on streets. Accordingly, it is not possible to have an absolute set of definitions.
3. Within any symbolic system the context normally contains more information than any focal term. This means that the different contexts are maximized and the functions of specific terms are minimized.
4. There are no complete synonyms within a language or between different languages, but such a statement seems evidently incorrect because almost all dictionaries have extensive lists of synonyms, for example, sets such as *rich/wealthy* and *run/race*. But such sets of synonyms are normally limited to a restricted set of contexts.

5. All languages and cultures are continually in the process of change, and such changes occur on all levels of structure.
6. On all levels of American English, from sounds to discourse, important changes are occurring, but most speakers are largely unaware of what is happening.
7. One important aspect of languages and cultures is the fact that stylistic models have a very important role in communication, and proper adherence to such models is imperative, but highly creative writing is not always controlled by fixed rules.

Some universal models of discourse are very important for translators and interpreters. The four most important classes of discourse are narration, description, argumentation, and conversation. (<http://www.pliegosdeyuste.eu/n4pliegos/eugeneanida.pdf>, accessed on November 29th 2016)

F. Translation Procedures

Translation has so many procedures or methods. So, in translating the translator may use procedures that differ in importance according to contextual factors of both the source language (SL) and target language (TL). Newmark (1988:81) mentions the difference between translation method and translation procedures. He writes that, while translation methods relate to whole texts, translation procedures are used for sentences and the smaller unit of language. Vinay and Darbelnet in Munday's *Introducing Translation Studies* (2001:56) mention seven procedures in translation. They have divided translation process

into two terms: First, direct or literal translation procedures are used when structural and conceptual elements of the source language can be transposed into the target language. It consists of borrowing, calque and literal translation. Second, oblique translation procedures are used when the structural or conceptual elements of the source language cannot be directly translated without altering meaning or upsetting the grammatical and stylistics elements of the target language. It consists of transposition, modulation, equivalence and adaptation. Each of procedure is explained below.

1. Direct or Literal Translation Procedures

Direct or literal translation procedures are used when structural and conceptual elements of the source language can be transposed into the target language. According to them, there are three procedures of direct or literal translation: borrowing, calque, and literal translation.

a. Borrowing

Borrowing is the simplest of all translation method. We can say that this task refers to a case where a word or an expression is taken from the SL and used in the TL, but in a 'naturalized' form, that is, it is made to conform to the rules of grammar or pronunciation of the TL.

Borrowing in translation is not always justified by lexical gap in the TL, but it can mainly be used as a way to preserve the local color of the word, or be used out of fear from losing some of the semiotic aspects and cultural aspects of the word if it is translated.

According to Haugen in Siregar (2009:37) there are some possibilities that may occur in this procedure; first, borrowing with no change in form and meaning (pure loanwords), the second, borrowing with changes in form but without changes the meaning (mix loanwords) and the third, borrowing when part of the term is native and other part is borrowed, but the meaning is fully borrowed (loan blends).

Examples:

- a. Borrowing with no change in form and meaning (pure loanwords):

<i>email</i>	→	email
<i>dollar</i>	→	dollar
<i>internet</i>	→	internet

- b. Borrowing with change in form but without change the meaning (mix loanwords):

<i>academy</i>	→	akademi
<i>recommendation</i>	→	rekomendasi
<i>syllabus</i>	→	silabus

- c. Loan blend:

<i>music school</i>	→	sekolah musik
<i>language laboratory</i>	→	laboratorium bahasa
<i>open university</i>	→	universitas terbuka

b. Calque

A calque is a special kind of borrowing whereby a language borrows an expression from another, but then translates literally each of

its elements. Calque, where the SL expression is literally transferred to the TL, such as the English character ‘Snow White’ in French becomes ‘Blanche Neige’, because the normal word configuration in English of ‘white snow’ would be transferred as ‘neige blanche’.

According to Newmark (1988:84), calque is the same as through-translation that is the literal translation of common collocation, names of organization, the component of compound.

Vinay and Darbelnet note that both borrowing and calque often become fully integrated into the TL, although sometimes with semantic change, which can turn them into false friends.

Examples:

service user → service user

broadcasting → broadcasting

photo studio → photo studio

c. Literal Translation

Literal, or word for word, translation is the direct transfer of a SL text into a grammatically and idiomatically appropriate TL text in which the translators’ task is limited to observing the adherence to the linguistic servitudes of the TL. In principle, a literal translation is unique solution in which is reversible and complete in itself. The translation has not needed to make any changes other than the obvious one, like those concerning grammatical concord or inflectional endings, for example English ‘where are you?’ translated into French ‘Où etes vous?’. This

procedure is most commonly found in translations between closely related language, for example French-Italian, and especially those having a similar culture. There are other examples of literal translation.

Examples:

<i>school building</i>	→	bangunan sekolah
<i>special school</i>	→	sekolah khusus
<i>technical college</i>	→	akademi kejuruan

2. Indirect or Oblique Translation Procedures

Oblique translation procedures are used when the structural or conceptual elements of the source language cannot be directly translated without altering the meaning of the grammatical and stylistics elements of the target language. According to Vinay and Darbelnet, there are four procedures of oblique: transposition, modulation, equivalence, and adaptation.

a. Transposition

The method called transposition involves replacing one word class with another without changing the meaning of the message. It can also be used within a language, as when rewording the phrase, for example ‘He announced that he would return’ to ‘He announced his return’ (the subordinate verb becomes a noun). In translation, there are two types of transposition: obligatory and optional.

It is also a change in the grammar from source language to target language (singular to plural; position of the adjective, changing the word class or part of speech). There are other examples of transposition.

Examples:

Principal → kepala sekolah

Homework → pekerjaan rumah

Kindergarten → Taman kanak-kanak

b. Modulation

Modulation is a variation of the form of the message, obtained by a change in the point of view. This change can be justified when, although a literal, or even transposed, translation results in a grammatically correct utterance, it is considered unsuitable, unidiomatic or awkward in the TL.

There are two types of modulation, i.e. Free or Optional Modulation and Fixed or Obligatory Modulation. For instance, “He was killed in the war” in English is translated as *Dia gugur dalam perang* in Bahasa Indonesia. ‘Negated contrary’, which is a procedure that relies on changing the value of the ST in translation from negative to positive or vice versa, is also considered as fixed modulation. For example, “It isn’t expensive” is translated to *It’s cheap* (Listiani, 2010:6).

c. Equivalence

Vinay and Darbelnet use this term to refer to cases where languages described the same situation by different stylistic or structural means (Sari, 2009:21). For example, an interjection “Ouch!” in English can be translated to be *Aduh* or *Aw* in Bahasa Indonesia. Another striking

case of equivalences are the many onomatopoeia of animal sounds, for example:

Woof woof	→	guk guk
Oink oink	→	grok grok
Bleat	→	mbek

d. Adaptation

With this seventh method we reach the extreme limit of translation: it is used in those cases where the type of situation being referred to by the SL message is unknown in the TL culture. Adaptation can, therefore, be described as a special kind of equivalence, a situational equivalence. In such cases translators have to create a new situation that can be considered as being equivalent. For example: 'first class' translated into 'kelas satu' not 'kelas pertama'. Or another example is on the beginning of the letter, English used to us *Dear sir*, in Bahasa its translated into *Dengan hormat*.

Peter Newmark (<http://ayun-1677.blogspot.co.id/2014/12/translation-procedures-by-newmark.html>, accessed on February 10th 2017) also proposed Translation Procedures as follow:

a. Transference

It is the process of transferring an SL word to a TL text. It includes transliteration and is the same as what Harvey (2000:5) named "transcription". Examples:

1. Fudschijama (German) → Fujiyama (Bahasa Indonesia)

2. Serious (English) → Serius (Bahasa Indonesia)

b. Naturalization

It adapts the SL word first to the normal pronunciation, then to the normal morphology of the TL (Newmark, 1988b:82). Examples:

1. Estate (English) → Estat (Bahasa Indonesia)
2. Television (English) → Televisi (Bahasa Indonesia)

c. Cultural equivalent

It means replacing a cultural word in the SL with a TL one. However, "they are not accurate" (Newmark, 1988b:83). Examples:

1. Pajamas party (Menginap bersama)
2. Bachelor party (Pesta bersama sebelum pernikahan)

d. Functional equivalent

It requires the use of a culture-neutral word (Newmark, 1988b:83).
Examples:

1. 'Contractor' translated into Persian is 'Moghatekar'
2. 'Common-law wife' (concubine) → Selir (Bahasa Indonesia)

e. Descriptive equivalent

In this procedure the meaning of the CBT is explained in several words (Newmark, 1988b:83). Examples:

1. *Samurai* → *Japanese aristocracy from the eleventh to the nineteenth century*)
2. *White Monday* → *Holy Spirit*

f. Componential analysis

It means "comparing an SL word with a TL word which has a similar meaning but is not an obvious one-to-one equivalent, by demonstrating first their common and then their differing sense components". (Newmark, 1988b:114) Examples:

1. Clean air = fresh air which you can breath in. (udara bersih)
2. Sweet talk = nice words in talking. (Kata-kata manis)

g. Synonymy

It is a "near TL equivalent." Here economy trumps accuracy. (Newmark, 1988b:84) Examples:

1. *Personne gentile* → kind person (orang baik)
2. *Conte piquant* → racy story (cerita cabul)

h. Through-translation

It is the literal translation of common collocations, names of organizations and components of compounds. It can also be called: calque or loan translation. (Newmark, 1988b:84) Examples:

1. *European Cultural Convention* → *Convention culturelle européenne.*
2. *Study group* → *group d'étude.*

i. Shifts or transpositions

It involves a change in the grammar from SL to TL, for instance, (i) change from singular to plural, (ii) the change required when a specific SL structure does not exist in the TL, (iii) change of an SL verb to a TL

word, change of an SL noun group to a TL noun and so forth. (Newmark, 1988b:86) Examples:

1. *There's a reason for life* → *Hay una razón para vivir* (Ada alasan untuk menjalani hidup)
2. *It's getting dark* → *comienza a oscurecer* (Sudah menjelang malam)

j. Modulation

It occurs when the translator reproduces the message of the original text in the TL text in conformity with the current norms of the TL, since the SL and the TL may appear dissimilar in terms of perspective. (Newmark, 1988b:88) Examples:

1. *Il n'a pas hésité* → *He acted at once* (Dia bertindak sekaligus)
2. *Shallow* → *poco profundo*- (Kedangkalan)

k. Recognized translation

It occurs when the translator "normally uses the official or the generally accepted translation of any institutional term." (Newmark, 1988b:89) Examples:

1. Farley acts as **cavalier** → Farley acts as knight. (Ksatria)
2. *Rechtsstaat* → *constitutional state* (Konstitusi negara)

l. Compensation

It occurs when loss of meaning in one part of a sentence is compensated in another part. (Newmark, 1988b:90) Examples:

1. A piece of... (sedikit...)

2. The cows are grazing ... (sapi itu merumput...)

m. Paraphrase

In this procedure, the meaning of the CBT is explained. Here the explanation is much more detailed than that of descriptive equivalent.

(Newmark, 1988b:91) Examples:

1. *Numerophobia*, fear of numbers is an irrational fear because we deal with numbers every day of our lives, from telling the time, measuring stuff, credit cards, money among other things.
2. *Ablutophobia*, or fear of bathing, is a relative uncommon but serious phobia. It appears to be more prevalent in women and children.

n. Couplets

It occurs when the translator combines two different procedures.

(Newmark, 1988b:91) Examples:

1. Hookah (Borrowing + Transcription) → India' smoke (Rokok hisap khas India)
2. Carburator (Borrowing + Calque) Karburator → komponen mesin

o. Notes

Notes are additional information in a translation. (Newmark, 1988b:91) Examples:

1. *Debrecen* → *the city of Debrecen, in West Hungary*
2. *Crumphet* → *England's traditional cake.*

G. General Concepts of Noun Phrase

Like words, phrases can be classified partly by their external function and partly by their internal form. By ‘form’, here, we mean the way the structure of the phrase is made up of words and other constituents. Typically, in a phrase composed of head and modifiers, pre-modifiers tend to be single words and post-modifiers tend to be phrases or clauses. Although the genitive phrase is an important exception, the structure of the NP illustrates this tendency. (Dharma 2010:13)

a. The Noun Phrase

Noun phrase, according to Greenbaum and Nelson (2002) on “An Introduction to English Grammar”, is that a phrase whose main word is a noun. The main word in a noun phrase is a noun or a pronoun (p. 48). Noun phrase consists of one constituent as the head (noun or pronoun) and another/other constituent(s) as the modifiers. Constituents that modify the head noun can appear before and after it. Those which appear before the head noun are called pre-modifiers; while those which appear after the head noun are called post-modifiers (Thomas, 1993). In addition, in a noun phrase there can be determiners and quantifiers (Eastwood, 1994).

Noun Phrase is a phrase formed by a noun and all its modifiers and determiners; *broadly*: any syntactic element (as a clause, clitic, pronoun, or zero element) with a noun's function (as the subject of a verb or the object of a verb or preposition) — abbreviation NP. (<https://www.merriam-webster.com/dictionary/noun%20phrase>, accessed on January 21st 2017).

A noun phrase can be defined as a phrase that may occur within one single word or phrase with a noun as a head. In fact, some noun phrases do not consist of the noun at all, for example, the rich (Langacker, 1972:194). In general, a noun phrase in English is composed potentially of three parts; a head, pre-modification and post modification. The head of the noun is obligatory; it is a minimal requirement for the occurrence of a noun phrase. The other two parts, a pre-modification and post-modification are optional (Jackson, 1982:66). The most common head of a noun phrases is a noun. However, according to Baker, the simplest noun phrase is a pronoun that is able to build itself up as the noun phrase (Baker, 1989:113). Besides, a noun phrase may consist of a noun itself without any other elements (bare noun phrase), for example, books. Bare noun phrases are possible for mass and plural nouns (Baker, 1989:123). The occurrence of a pronoun or proper noun and of a bare noun phrase is counted as a **minimal noun phrase**.

A pre-modification is the element of a noun phrase that occurs before or precedes the head of the noun phrase. A pre-modification consists of a number of word classes in a specific order: an identifier-numeral/quantifier-adjective and noun modifier (Jackson, 1982:67). The identifier includes articles; definite (*the*) and indefinite (*a, an*) articles and genitives such as *his, her*. The next pre-modification is a numeral and quantifier. The numeral that may occur with the noun phrase is an ordinal or cardinal number; the occurrence of **the ordinal number** in a noun

phrase, *her **first** step* may be combined with other elements for example *the first few hours*. **The cardinal number**, *two days* and *one bottle* may occur with an ordinal number, for example: *the **second five** days*, even though their occurrence is rare (Jackson, 1982:67). Their function in a noun phrase is commonly as **an attribute**. Whereas, quantifiers are *some, many, several, much, no, few, little, all, every, each, most* and *any*, they occur as **specifiers** in noun phrases. In addition, the quantifiers may be the head of a noun phrase when it occurs in a partitive noun phrase construction, for example *some of the problems*; *some* is the head while *of the problems* is a complement (Baker, 1989:129). The third pre-modification is an adjective phrase, for example *a **big** house*. Next, a verb phrase is also a pre-modification of the noun for example *two well-planned aggressions* and *a ringing bell*. The last pre-modification is a noun modifier. The noun's function is to modify a head noun. It can be a **complement** or an **attribute** of the noun for example *the **mathematics** students* and ***wool** scarf* (Jackson, 1982:67-68).

The last part of a noun phrase is a post-modification (Jackson, 1982:69). They are a clause, prepositional phrase, adverb phrase and adjective phrase. Their function in the occurrence of the noun phrases is as **a complement** or **an adjunct**.

The first type of a post modifier is a clause. It is the part of a noun phrase that refers back to a head whether to complete the meaning (as a complement) or to give detailed information about and specify the head

(as an adjunct). This is the example, *the man who I saw yesterday*. The relative clause, *who I saw yesterday*, refers to the person identified by the word *man* as the head of the noun phrase (Jackson, 1982:69).

Next, a prepositional phrase always occurs as a post modifier of the noun phrase which functions as a complement or an adjunct. In the noun phrase, *the man after me*, the head is *man*, the determiner is *the* and the post modifier is the prepositional phrase, *after me* (Jackson, 1982:70).

An adverb phrase is also a post modifier of the noun phrase. It occurs to give information about time, for example, *the morning after* and place, for example, *in the room above* (Jackson, 1982:69).

A rarely occurring post modifier is an adjective phrase. It usually appears as a post modifier if the head is a pronoun, for example, *somebody strange*. The adjective phrase normally does not function as a post modifier except several phrases derived from French such as *blood royal* and *heir apparent* (Jackson, 1982:69). Besides, the adjective phrase can occupy as the post modifier if it is branched (Dwijatmoko, 2002:16).

b. The Components of Noun Phrase

After knowing some definition of the noun phrases that is any group of words, which consist of head and modifier. Head here consists of noun itself, pronoun, and sometime adjective. Whereas modifiers consist of two modifiers, they are pre-modifier and post-modifier. Pre-modifier includes noun, adjective, adjective phrase, participle –ed and –ing. Post-

modifier includes prepositional phrase, relative clause non-finite clause (-ing clause, -ed clause and infinitive clause) and complementation.

Brown and Miller in *Dharma* define that Noun phrases are traditionally thought of as consisting minimally of a head noun, together with any number of noun phrases modifier, they are determiners, quantifiers and quantifiers phrases, adjective and adjectives phrases, noun and noun phrases, ad position and ad position phrases and clause (Brown & Miller, 1999: 260).

c. The Function of Noun Phrase

In the clause, NPs act as subject (*S*), as object (*O*), or as complement (*C*):

- 1) [^S_{NP} (*The house*)^P (was)^C (quite empty)]. NP = *S*
- 2) [^S (We)^P (have bought)^O_{NP} (*the house*)]. NP = *O*
- 3) [^S (This)^P (must be)^C_{NP} (*the house*)]. NP = *C*

Some kinds of NPs (e.g. some NPs of time) can act as adverbials

(*A*):

- 4) [^S (We)^P (walked)^A_{NP} (five miles)^A_{NP} (last week)] NP = *A*

d. The Elements of the Noun Phrase

As other types of phrases, a noun phrase may also have five phrase elements. They are a head, complement, attribute, adjunct and specifier. They have certain functions in their occurrences within noun phrases which will be explained in the following section.

- a) *A complement* is semantically needed by a head to accomplish the meaning of the head. The absence of a complement in certain words will cause the ill-formed construction of language. A complement is **a sister of the noun (head) and a daughter of the N-bar** (Radford, 1988:202).
- b) *An attribute* belongs to a pre-modifier (Radford, 1988:196). It gives specific information about the head. In other words, it gives the characteristics of the head. According to Radford, the attributes **are both a sister and daughter of N-bar**. Attributes can be recursively stacked. There are four types of phrases that can be attributes. They are an adjective phrase; *a strange neighbor*, a noun phrase; *the cotton shirt*, an adverb phrase; *the above explanation*, and a verb phrase; *the recently chosen leaders*. From the last example, it is clear that a head may take more than one type of phrase as attributes. Besides, it is very possible if the head occurs with more than one phrase of the same type of phrase as its attributes, for example: *an old oriental house*.
- c) *An adjunct* belongs to a post-modifier. They give additional information about a head. An adjunct is **both a daughter and sister of N-bar** (Radford, 1988:176-177). There are five types of phrases occurring as the adjuncts of the head; a prepositional phrase, verb phrase, adverb phrase, adjective

phrase, a clause and the clause introduced by nothing; *the accident John caused will be investigated* (Baker, 1989:235).

d) A *specifier*, in English, according to Radford (1988:229), is used to denote a grammatical function. The elements that occur with the noun phrase are different types of phrases; a verb phrase, adjective phrase, adverb phrase and prepositional phrase. Their occurrence performs certain functions as a part of the noun phrase. That is the reason why the theory of the other phrases is needed.

e. Compound Nouns

Words can be combined to form compound nouns. These are very common, and new combinations are invented almost daily. They normally have two parts. The first part tells us what kind of object or person it is, or what its purpose is. The second part identifies the object or person in question. Compound nouns often have a meaning that is different, or more specific, than the two separate words (<http://www.ef.com/english-resources/english-grammar/compound-nouns/>, accessed on January 21st 2017).

Table 2.1: Compound Nouns

First part: type or purpose	Second part: what or who	Compound noun
police	man	policeman
boy	friend	boyfriend
water	tank	water tank

dining	table	dining-table
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The compound noun can be written either as a single word, as a word with a hyphen, or as two words. There are no clear rules about this. A good rule of thumb is to write the most common compound nouns as one word, and the others as two words (<http://www.ef.com/english-resources/english-grammar/compound-nouns/>, accessed on January 21st 2017).

The elements in a compound noun are very diverse parts of speech.

Table 2.2: Elements of Compound Noun

Compound elements	Examples
Noun + Noun	bedroom water tank motorcycle printer cartridge
Noun + Verb	rainfall haircut train-spotting
Noun + Adverb	hanger-on passer-by
Verb + Noun	washing machine

	driving license swimming pool
Verb + Adverb	lookout take-off drawback
Adverb + Noun	onlooker bystander
Adjective + Verb	dry-cleaning public speaking
Adjective + Noun	greenhouse software redhead
Adverb + Verb	output overthrow upturn input

H. Translation as a Means of Cross-Cultural Understanding

The cultural implications for translation may take several forms ranging from lexical content and syntax to ideologies and ways of life in a given culture. Newmark defines culture as "the way of life and its manifestations that are peculiar to a community that uses a particular language as its means of

expression" (Newmark 1988:94), thus acknowledging that each language group has its own culturally specific features.

The notion of culture is essential to considering the implications for translation. Discussing the problems of correspondence in translation, Nida confers equal importance to both linguistic and cultural differences between the SL and the TL and concludes that "differences between cultures may cause more severe complications for the translator than do differences in language structure" (Nida 1964:130). It is further explained that parallels in culture often provide a common understanding despite significant formal shifts in the translation. The cultural implications for translation are thus of significant importance as well as lexical concerns.

As Bassnett points out, "the translator must tackle the SL text in such a way that the TL version will correspond to the SL version... To attempt to impose the value system of the SL culture onto the TL culture is dangerous ground" (Bassnett 1991:23). Thus, when translating, it is important to consider not only the lexical impact on the TL reader, but also the manner in which cultural aspects may be perceived and make translating decisions accordingly.

Language and culture may thus be seen as being closely related and both aspects must be considered for translation. When considering the translation of cultural words and notions, Newmark (1988:96) proposes two opposing methods: transference and componential analysis. As Newmark mentions, transference gives "local colour", keeping cultural names and concepts. Although placing the emphasis on culture, meaningful to initiated readers, he claims this method may

cause problems for the general readership and limit the comprehension of certain aspects. The importance of the translation process in communication leads Newmark (1988:96) to propose componential analysis which he describes as being "the most accurate translation procedure, which excludes the culture and highlights the message". Nida's definitions of formal and dynamic equivalence (Nida 1964:129) may also be seen to apply when considering cultural implications for translation. According to Nida, a "gloss translation" mostly typifies formal equivalence where form and content are reproduced as faithfully as possible and the TL reader is able to "understand as much as he can of the customs, manner of thought, and means of expression" of the SL context (Nida 1964:129). Contrasting with this idea, dynamic equivalence "tries to relate the receptor to modes of behaviour relevant within the context of his own culture" without insisting that he "understands the cultural patterns of the source-language context". One must reproduce as literally and meaningfully the form and content of the original, and make as close an approximation as possible. One should identify with the person in the source language, understand his or her customs, manner of thought, and means of expression. A good translation should fulfill the same purpose in the new language as the original did in the source language. It should have the feel of the original. But Nida also attends to the needs of the reader, noting that the translation should be characterized by "naturalness of expression" in the translation and that it should relate to the culture of the "receptor". For this reason, he is seen as being in the camp of those who advocate the "domestication" of translation. In Nida's eyes, the translation must make sense and convey the spirit

and manner of the original, being sensitive to the style of the original, and should have the same effect upon the receiving audience as the original had on its audience (Nida 1964:134). The solution, as he sees it, is some sort of dynamic equivalence that balances both concerns. Though the equivalence should be source-oriented, at the same time it must conform to and be comprehensible in the receptor language and culture. Nida goes into details regarding the methods the translator should use to get the closest approximation of the SL, including using footnotes to illuminate cultural differences when close approximations cannot be found. This is what has been referred to above as glossing. He also talks about problems of translating the emotional content of the original, and the need to convey the sarcasm, irony, whimsy, and emotive elements of meaning of the original (Nida 1964:139–40). Nida's theories are based on a transcendental concept of humanity as an essence unchanged by time and space, since "that which unites mankind is greater than that which divides, hence even in cases of very disparate languages and cultures there is a basis for communication" (Nida 1964:24).

Nida notes that "since no two languages are identical either in meanings given to corresponding symbols, or in ways in which such symbols are arranged in phrases and sentences, it stands to reason that there can be no absolute correspondence between languages . . . no fully exact translation . . . the impact may be reasonably close to the original but no identity in detail" (Nida 1964:126). Therefore, the process of translation must involve a certain degree of interpretation on the part of the translator. As Nida describes it, the message in the

receptor language should match as closely as possible the different elements of the source language; constant comparison of the two is necessary to determine accuracy and correspondence.

Translation is doomed to inadequacy because of irreducible differences not only between languages and cultures, but within them as well. The view that language itself is indeterminate would seem to preclude the possibility of any kind of adequate translation. Interestingly, Venuti sees the foreign text itself as the site of "many different semantic possibilities" which any translation only fixes in a provisional sense. Meaning itself is seen as a "plural and contingent relation, not an unchanging unified essence" (Venuti 1995:18). When a text is retranslated at a latter period in time, it frequently differs from the first translation because of the changes in the historical and cultural context.

As Venuti (1995:305) notes.

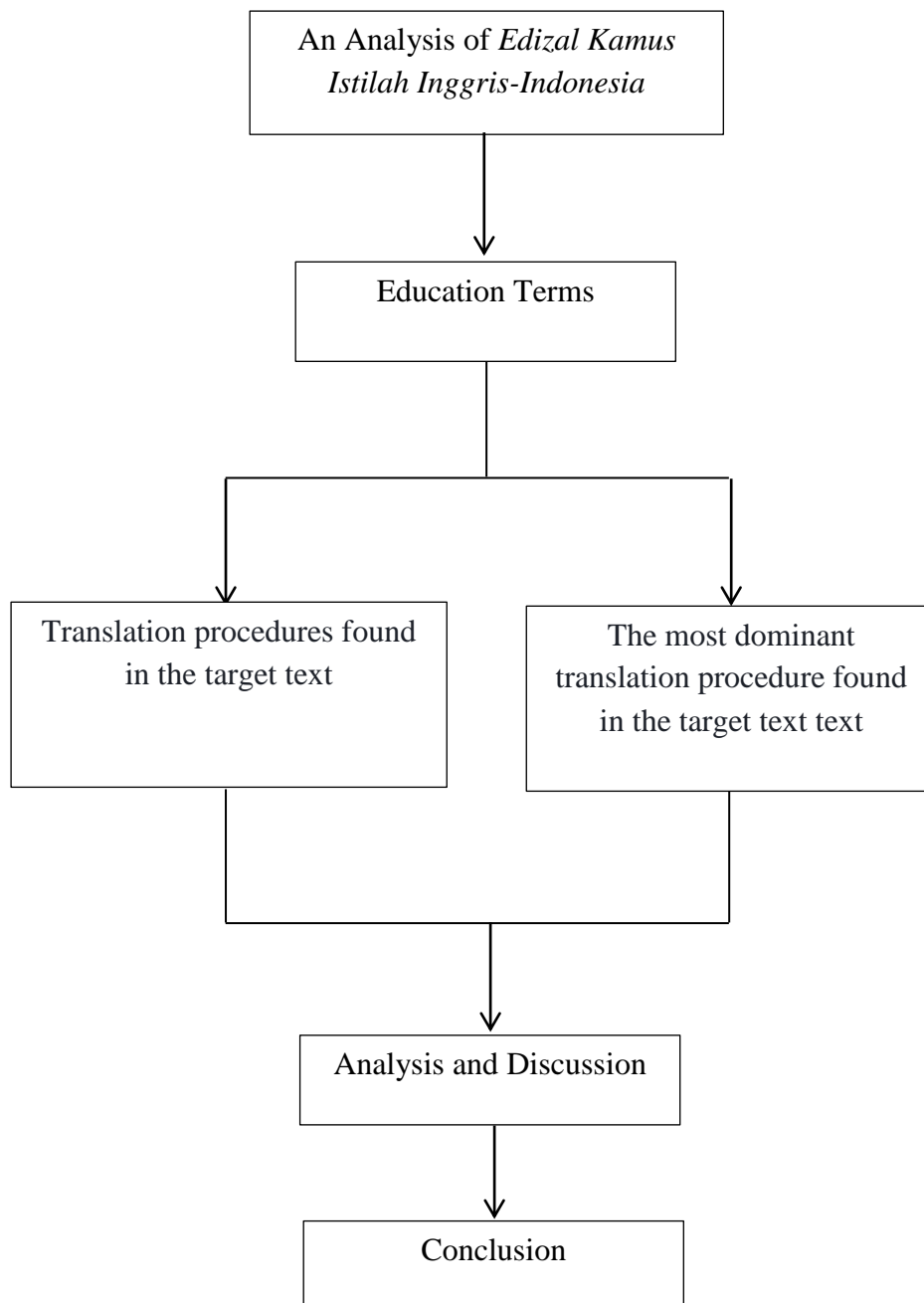
Translation is a process that involves looking for similarities between language and culture – particularly similar messages and formal techniques – but it does this because it is constantly confronting dissimilarities. It can never and should never aim to remove these dissimilarities entirely. A translated text should be the site at which a different culture emerges, where a reader gets a glimpse of a cultural other and resistency. A translation strategy based on an aesthetic of discontinuity can best preserve that difference, that otherness, by reminding the reader of the gains and losses in the translation process and the unbridgeable gaps between cultures.

I. Frame of Thinking

Vocabulary is closely related with translation and the most essential part of language proficiency. Dictionaries are one learning strategy that students can use to help them acquire new vocabulary knowledge. As a student at English

Education Study Program, Faculty of Teacher Training and Education of State Islamic Institute (IAIN) of Palangka Raya, the writer thinks that dictionary is important to develop students' understanding of and expressive ability in English. It is increasingly important that they employ language learning strategies to deal with the unknown words that they encounter, especially in Education terms. Their use is acknowledged as a beneficial strategy for both understanding words in context and using them productively in speech and writing.

Furthermore, the writer wants to know what are the translation procedures applied in a dictionary entitled *Kamus Istilah Inggris-Indonesia* based on Vinay and Darbelnet's theory, and to find out the dominant type of the translation procedure found in the target text. In order this study can be useful and easy to be understood, the writer makes frame of thinking that can be seen as follows:



CHAPTER III

RESEARCH METHOD

This chapter reviews the research method that used for the study. To be more specific, this chapter is a review of research design, source of data, research instrument, data collection technique, data collection procedure, data analysis procedures and the validity of data.

A. Research Design

In analyzing the data in this study, the writer used the qualitative method. Qualitative method is applied by giving a description of the result of analysis of Education Terms in *Kamus Istilah Inggris-Indonesia*. As quoted from Bogdan and Biklen in Samosir (2007:4): “Qualitative research is descriptive. The data is collected in the form of words or picture rather than numbers”.

According to Donald Ary (2009:29), there are many different types of qualitative research: basic interpretative studies, case studies, document or content analysis studies, ethnographic study, grounded theory, historical research, narrative inquiry and phenomenological studies. In this study, the writer used content analysis design since the study is about to analyse the written materials.

Ary (2009:257) also stated that,

Content or document analysis is a research method applied to written or visual materials for the purpose of identifying specified characteristic of the material. The materials analyzed can be textbooks, newspaper, web pages, speeches, television programs, advertisement, musical composition, or any of a host of other types of documents. Content analysis is widely used in education.

He also stated that the purposes of content analysis in educational research as follow:

1. *To identify bias, prejudice, or propaganda in textbooks.* For example, a researcher might analyze high school history texts in a particular school district to determine how often women are mentioned and how much discussion is given in each mention.
2. *To analyze types of errors in students' writings.* For example, you could look at students' written work to classify spelling or grammatical errors and their nature and frequency.
3. *To describe prevailing practices.* For example, you could identify the entrance requirements of Big Ten universities by analyzing their bulletins.
4. *To discover the level of difficulty of material in textbooks or other publications.* For example, you could ask, "What is the vocabulary level of the fourth-grade social studies textbooks in this district?"
5. *To discover the relative importance of, or interest in, certain topics.* For example, you might analyze popular educational research textbooks to see the coverage given to qualitative research and changes in that coverage over time.

B. Source of Data

The source of data in this study was from *Kamus Istilah Inggris-Indonesia*, a dictionary that compiled by Edizal. Edizal was not the writer of this dictionary, he took all of the terms from various sources like other dictionaries and from internet. This book published by Penerbit Kayupasak with ISBN (International Standard Book Number) 978-979-1300-14-8. The dictionary consists of 59

various discipline terms and 201 pages. The data that collected were education terms only.

C. Research Instrument

In this study, the writer used himself as the main instrument through some steps. The writer was also supported by other instruments; they are articles, journals, internets and reliable dictionaries which were relevance with the study.

D. Data Collection Technique

Purposive sampling is used to collect the required data. Bailey in Sari (2009:25) cites:

In purposive sampling the investigator does not necessarily have a quota to fill from within various strata, as in quota sampling, but neither does he or she just pick the nearest warm bodies, as in convenience sampling. Rather, the researcher uses his or her own judgment about which respondents to choose and picks only those who best meet the purposes of the study.

In addition Maxwell (1997:87) defined that purposive sampling as a type of sampling in which, “particular settings, persons, or events are deliberately selected for the important information they can provide that cannot be gotten as well from other choices”.

The data would be taken from *Edizal Kamus Inggris-Indonesia* to find out translation procedures by using Vinay and Dalbernet’s theory.

E. Data Collection Procedures

In order to get the results of the analysis, the following procedures would be executed to carry out this analysis (Ary, 2010:458):

1. Collecting the education terms data from the dictionary.

2. Listing translation procedures as the data findings.
3. Analyzing the seven translation procedures from the data; Borrowing (Bo), Calque (Ca), Literal Translation (LT), Transposition (Tr), Modulation (Mo), Equivalence (Eq), and Adaptation (Ad).
4. Finding out the most dominant type of the translation procedure found in target text.

To find out the most dominant type of the translation procedure this thesis is going to apply a formula referring to Nawawi's social analysis method. The following is the formula of calculating the percentage of the data.

$$\frac{X}{Y} \times 100\% = N$$

Where:

X: Number of types of procedure

Y: Number of all data

N: Percentage of types of procedure

F. Data Analysis Procedures

In analyzing the data, the writer would take some procedures. Firstly, the writer reads the dictionary and takes data. Then he identified the data in the form of noun phrase and categorizes the data based on each kind of translation procedure. Finally, the writer would count how many words that have analyzed and concluded what was the most dominant translation procedure found in the dictionary.

G. The Validity of Data

The validity of data used to graduate all of the data those will observed and investigated by the writer are relevant with the purpose of the research. The way to get the validity of data in this study is by using triangulation.

According to Moleong (2000:178), “Triangulation is a data validity examination technique by taking advantage of something other than the data for the purpose of checking or as a comparison toward the data”. In Moleong (2000:178), Denzin (1978) distinguishes four types of triangulation as examination techniques that utilize the use of *source*, *method*, *investigator*, and *theory*.

Triangulation with *source* means to compare and to re-check the reliability degree of an information which obtained through different time and tool in qualitative method (Patton in Moleong 2000:178).

In triangulation with *method*, according to Patton (1987:331), there are two strategies, which are: (1) checking the reliability degree of research findings result with some data collecting technique and (2) checking the reliability degree of some sources with same method.

The third type of triangulation is by using researcher or another observer in purpose of re-exam the data reliability degree. The utility of another observer is to assist in decreasing the errors in collecting the data.

Triangulation with *theory*, according Lincoln and Guba (1981:307), based on the assumption that certain facts could not examined its reliability degree by one or more theories. In checking the legality or validity of the data using

triangulation techniques, data or information from one party must truth checked by obtaining data from other sources, for example from the second, third and so on by using a different method. The goal is to compare the information about the same thing obtained from various parties, so there are guarantees about the level of reliability of the data. This method also prevents the dangers of subjective.

From four types of triangulation above, the writer used triangulation with *theory* to validity the data. It would be done by comparing the research findings data with related documents content.

CHAPTER IV

RESEARCH FINDINGS AND DISCUSSION

A. Data Findings

1. The Translation Procedures Found in Education Terms of “*Kamus Istilah Inggris-Indonesia*”

The translation procedures in translating Education Terms of Edizal *Kamus Istilah Inggris – Indonesia* can be presented as follow:

Table 4.1: Data

No. Data	SOURCE TEXT	TARGET TEXT
1.	academy	akademi
2.	adult education	pendidikan orang dewasa
3.	anti-discrimination education	pendidikan anti diskriminasi
4.	beauticians' school	sekolah kecantikan
5.	board of education	dewan pendidikan
6.	board of official textbook examination	badan pemeriksa buku teks resmi
7.	boarding school	sekolah berasrama
8.	branch school	sekolah cabang
9.	business school	sekolah bisnis
10.	Central Education Council	Dewan Pendidikan Pusat
11.	certificate	Ijazah
12.	class formed according to degree of advancement	kelas yang dibentuk berdasarkan tingkat kemajuan
13.	classroom	ruangan kelas
14.	co-education	pendidikan bersama pria dan wanita
15.	college	perguruan tinggi
16.	Commercial High School	SMEA (Sekolah Menengah Ekonomi Atas)
17.	commercial school	sekolah bisnis
18.	compulsory education	pendidikan wajib
19.	cram school	kursus (tambahan)

		pelajaran)
20.	curriculum	kurikulum
21.	dancing school	sekolah menari
22.	demand for education	kebutuhan pendidikan
23.	discipline	disiplin
24.	education free of pressure	pendidikan yang bebas dari stress dan tekanan
25.	education industry	industri pendidikan
26.	education of physically and mentally handicapped children	pendidikan anak-anak cacat fisik dan mental
27.	education system	sistem pendidikan
28.	educational environment	lingkungan pendidikan
29.	educational measurement	pengukuran pendidikan
30.	educational problem	masalah pendidikan
31.	educational reform	reformasi pendidikan
32.	educational system reform	reformasi sistem pendidikan
33.	educational technology	teknologi pendidikan
34.	educator	pendidik
35.	elementary education	pendidikan dasar
36.	elementary school	SD (Sekolah Dasar)
37.	entrance examination	ujian masuk
38.	evaluation of achievement	penilaian pencapaian
39.	exam	ujian
40.	examination	ujian
41.	examining board	panitia ujian
42.	five-day week school system	sistem sekolah lima hari seminggu
43.	girl's high school	SMA Putri
44.	grades	nilai
45.	graduate school	pascasarjana
46.	graduation	tamat sekolah
47.	high school	SMA (Sekolah Menengah Atas)
48.	higher education	pendidikan tinggi
49.	homework	pekerjaan rumah
50.	industrial high school	STM (Sekolah Teknik Menengah)
51.	infant school	sekolah kanak-kanak
52.	institute	institut
53.	junior college	akademi
54.	junior high school	SMP (Sekolah Menengah Pertama)
55.	kindergarten	TK (Taman Kanak-kanak)

56.	knowledge	pengetahuan
57.	language laboratory	laboratorium bahasa
58.	learning	belajar
59.	learning through work experience	belajar lewat pengalaman kerja
60.	lesson	pelajaran
61.	life-long education	pendidikan seumur hidup
62.	marks	nilai
63.	member of the board of education	anggota dewan pendidikan
64.	middle school	SMP (Sekolah Menengah Pertama)
65.	midwives' school	akademi kebidanan
66.	multi-media education	pendidikan multimedia
67.	music school	sekolah musik
68.	national school	sekolah negeri
69.	nautical college	akademi pelayaran
70.	night high school	SMA malam
71.	night junior high school	SMP malam
72.	nursery school	taman inderia
73.	nurses' school	akademi perawat
74.	open university	universitas terbuka
75.	overall evaluation	penilaian menyeluruh
76.	passing an exam	lulus ujian
77.	physical training	latihan jasmani
78.	pre-elementary school	TK (Taman Kanak-kanak)
79.	preliminary examination	ujian pendahuluan
80.	preparatory school	kursus persiapan ikut ujian
81.	primary school	SD (Sekolah Dasar)
82.	principal	kepala sekolah
83.	private school	sekolah swasta
84.	punishment	hukuman
85.	pupil	murid
86.	recommendation	rekomendasi
87.	reexamination	ujian ulangan
88.	registration	pendaftaran
89.	right to education	hak memperoleh pendidikan
90.	scholarship	beasiswa
91.	school building	gedung sekolah
92.	School Education Law	UU Pendidikan Sekolah
93.	school for kindergarten teachers	sekolah guru TK

94.	school for the blind	sekolah tunanetra
95.	school for the deaf	sekolah tunarungu
96.	school of accounting	sekolah akuntan
97.	school of fine arts	sekolah kesenian
98.	school of foreign language	sekolah bahasa asing
99.	school of nursing	akademi perawat
100.	science and technology institute	institut sains dan teknologi
101.	secondary education	pendidikan menengah
102.	secondary school	SMP (Sekolah Menengah Pertama)
103.	Social Education Law	UU Pendidikan Sosial
104.	special school	sekolah khusus
105.	state-run school	sekolah negeri
106.	syllabus	silabus
107.	teacher-training college	institut keguruan
108.	technical college	akademi kejuruan
109.	technical school	sekolah teknik
110.	university	universitas
111.	vocational education	pendidikan kejuruan
112.	vocational school	sekolah kejuruan

Table 4.2: Data Classification

No. Data	SOURCE TEXT	TARGET TEXT	TRANSLATION PROCEDURES
1.	academy	akademi	borrowing (ML)
2.	adult education	pendidikan orang dewasa	transposition
3.	anti-discrimination education	pendidikan anti diskriminasi	literal translation
4.	beauticians' school	sekolah kecantikan	literal translation
5.	board of education	dewan pendidikan	transposition
6.	board of official	badan pemeriksa buku teks	transposition

	textbook examination	resmi	
7.	boarding school	sekolah berasrama	literal translation
8.	branch school	sekolah cabang	literal translation
9.	business school	sekolah bisnis	literal translation
10.	Central Education Council	Dewan Pendidikan Pusat	literal translation
11.	certificate	ijazah	literal translation
12.	class formed according to degree of advancement	kelas yang dibentuk berdasarkan tingkat kemajuan	transposition
13.	classroom	ruangan kelas	transposition
14.	co-education	pendidikan bersama pria dan wanita	transposition
15.	college	perguruan tinggi	transposition
16.	Commercial High School	SMEA(Sekolah Menengah Ekonomi Atas)	equivalence
17.	commercial school	sekolah bisnis	literal translation
18.	compulsory education	pendidikan wajib	literal translation
19.	cram school	kursus (tambahan pelajaran)	transposition
20.	curriculum	kurikulum	borrowing (ML)
21.	dancing school	sekolah menari	literal translation

22.	demand for education	kebutuhan pendidikan	transposition
23.	discipline	disiplin	borrowing (ML)
24.	education free of pressure	pendidikan yang bebas dari stress dan tekanan	transposition
25.	education industry	industri pendidikan	borrowing (LB)
26.	education of physically and mentally handicapped children	pendidikan anak-anak cacat fisik dan mental	transposition
27.	education system	sistem pendidikan	borrowing (ML)
28.	educational environment	lingkungan pendidikan	literal translation
29.	educational measurement	pengukuran pendidikan	literal translation
30.	educational problem	masalah pendidikan	literal translation
31.	educational reform	reformasi pendidikan	borrowing (LB)
32.	educational system reform	reformasi sistem pendidikan	borrowing (LB)
33.	educational technology	teknologi pendidikan	borrowing (LB)
34.	educator	pendidik	literal translation
35.	elementary education	pendidikan dasar	literal translation
36.	elementary school	SD (Sekolah Dasar)	literal translation

37.	entrance examination	ujian masuk	literal translation
38.	evaluation of achievement	penilaian pencapaian	transposition
39.	exam	ujian	literal translation
40.	examination	ujian	literal translation
41.	examining board	panitia ujian	literal translation
42.	five-day week school system	sistem sekolah lima hari seminggu	borrowing (LB)
43.	girl's high school	SMA Putri	equivalence
44.	grades	nilai	literal translation
45.	graduate school	pascasarjana	transposition
46.	graduation	tamat sekolah	transposition
47.	high school	SMA (Sekolah Menengah Atas)	equivalence
48.	higher education	pendidikan tinggi	literal translation
49.	homework	pekerjaan rumah	transposition
50.	industrial high school	STM (Sekolah Teknik Menengah)	equivalence
51.	infant school	sekolah kanak-kanak	literal translation
52.	institute	institut	borrowing (ML)
53.	junior college	akademi	transposition
54.	junior high school	SMP (Sekolah Menengah	equivalence

		Pertama)	
55.	kindergarten	TK (Taman Kanak-kanak)	transposition
56.	knowledge	pengetahuan	literal translation
57.	language laboratory	laboratorium bahasa	borrowing (LB)
58.	learning	belajar	literal translation
59.	learning through work experience	belajar lewat pengalaman kerja	literal translation
60.	lesson	pelajaran	literal translation
61.	life-long education	pendidikan seumur hidup	transposition
62.	marks	nilai	literal translation
63.	member of the board of education	anggota dewan pendidikan	transposition
64.	middle school	SMP (Sekolah Menengah Pertama)	equivalence
65.	midwives' school	akademi kebidanan	literal translation
66.	multi-media education	pendidikan multimedia	borrowing (LB)
67.	music school	sekolah musik	borrowing (LB)
68.	national school	sekolah negeri	literal translation
69.	nautical college	akademi pelayaran	literal translation
70.	night high school	SMA malam	equivalence
71.	night junior high school	SMP malam	equivalence

72.	nursery school	taman inderia	literal translation
73.	nurses' school	akademi perawat	literal translation
74.	open university	universitas terbuka	borrowing (LB)
75.	overall evaluation	penilaian menyeluruh	literal translation
76.	passing an exam	lulus ujian	transposition
77.	physical training	latihan jasmani	literal translation
78.	pre-elementary school	TK (Taman Kanak-kanak)	equivalence
79.	preliminary examination	ujian pendahuluan	literal translation
80.	preparatory school	kursus persiapan ikut ujian	transposition
81.	primary school	SD (Sekolah Dasar)	equivalence
82.	principal	kepala sekolah	literal translation
83.	private school	sekolah swasta	literal translation
84.	punishment	hukuman	literal translation
85.	pupil	murid	literal translation
86.	recommendation	rekomendasi	borrowing (ML)
87.	reexamination	ujian ulangan	transposition
88.	registration	pendaftaran	literal translation
89.	right to education	hak memperoleh pendidikan	modulation
90.	scholarship	beasiswa	literal translation
91.	school building	gedung sekolah	literal translation

92.	School Education Law	UU Pendidikan Sekolah	literal translation
93.	school for kindergarten teachers	sekolah guru TK	transposition
94.	school for the blind	sekolah tunanetra	transposition
95.	school for the deaf	sekolah tunarungu	transposition
96.	school of accounting	sekolah akuntan	transposition
97.	school of fine arts	sekolah kesenian	transposition
98.	school of foreign language	sekolah bahasa asing	transposition
99.	school of nursing	akademi perawat	transposition
100.	science and technology institute	institut sains dan teknologi	borrowing (LB)
101.	secondary education	pendidikan menengah	literal translation
102.	secondary school	SMP (Sekolah Menengah Pertama)	equivalence
103.	Social Education Law	UU Pendidikan Sosial	borrowing (LB)
104.	special school	sekolah khusus	literal translation
105.	state-run school	sekolah negeri	literal translation
106.	syllabus	silabus	borrowing (ML)
107.	teacher-training college	institut keguruan	transposition
108.	technical college	akademi kejuruan	literal translation

109.	technical school	sekolah teknik	borrowing (LB)
110.	university	universitas	borrowing (ML)
111.	vocational education	pendidikan kejuruan	literal translation
112.	vocational school	sekolah kejuruan	literal translation

Based on the classification of translation procedures above, they can be analyzed as follow:

1. Direct or Literal Translation Procedures

a) Borrowing

Borrowing is the procedure which carryover source language lexeme or lexemes combinations into target language in order to fill the gaps between the languages. According to Haugen in Siregar (2009:37), there are three possibilities that may occur in this procedure; first, borrowing with no change in form and meaning (pure loanwords). The second, borrowing with changes in form but without changes the meaning (mix loanwords) and the third, borrowing when part of the term is native and other part is borrowed, but the meaning is fully borrowed (loan blends).

The following table is borrowing which found from the data and followed by the analysis.

a. Pure loanwords

There are no pure loanwords found from the data.

b. Mix loanwords

Table 4.3: Mix loanwords data

No.	No. Data	SOURCE TEXT	TARGET TEXT
1.	1.	Academy	akademi
2.	20.	Curriculum	kurikulum
3.	23.	Discipline	disiplin
4.	52.	Institute	institute
5.	86.	Recommendation	rekomendasi
6.	106.	Syllabus	silabus
7.	110.	University	universitas

1) academy → akademi

‘Akademi’ is borrowing source language ‘academy’ with some changes in writing system. The letters ‘c’ and ‘y’ in source language changed to letters ‘k’ and ‘i’ in target language.

2) curriculum → kurikulum

‘Kurikulum’ is borrowed from source language ‘curriculum’ with some changes in writing system. The letter r in target language is lost one letter. The letter ‘c’ in source language changes to ‘k’ in target language to make easier in target language pronunciation culture.

3) discipline → disiplin

‘Disiplin’ was borrowed from source language ‘discipline’ with some changes in writing system (form). The letters ‘c’ and ‘e’ in

source language are lost in target language so the translated word is easily readable according the target pronunciation culture.

- 4) institute → institut

‘Institut’ in target language was borrowed from ‘institute’ with a little change in writing form. The letter ‘e’ in source language was lost in target language.

- 5) recommendation → rekomendasi

‘Rekomendasi’ was borrowed from ‘recommendation’ with some changes in writing form. The letter ‘m’ in target language was lost one letter and suffix ‘-ion’ in source language changes to ‘-si’ in target language.

- 6) syllabus → silabus

‘Silabus’ was borrowed from source language ‘syllabus’ with some changes in writing system. The letter ‘y’ in source language changes to ‘i’ following the target language culture and the letter ‘l’ in target language is lost one letter.

- 7) university → universitas

‘Universitas’ was borrowed from source language ‘university’ with some changes in writing form. The suffix ‘-ty’ in source language was changed to ‘-tas’ in target language.

c. Loan Blend

Table 4.4: Loand blend data

No	No Data	SOURCE TEXT	TARGET TEXT
1.	3.	anti-discrimination education	pendidikan anti diskriminasi
2.	9.	business school	sekolah bisnis
3.	25.	education industry	industri pendidikan
4.	27.	education system	sistem pendidikan
5.	31.	educational reform	reformasi pendidikan
6.	32.	educational system reform	reformasi sistem pendidikan
7.	33.	educational technology	teknologi pendidikan
8.	42.	five-day week school system	sistem sekolah lima hari seminggu
9.	57.	language laboratory	laboratorium bahasa
10.	66.	multi-media education	pendidikan multimedia
11.	67.	music school	sekolah musik
12.	74.	open university	universitas terbuka
13.	100.	science and technology institute	institut sains dan teknologi
14.	103.	Social Education Law	UU pendidikan sosial
15.	109.	technical school	sekolah teknik

- 1) The phrase “anti-discrimination education” in source language was translated into the phrase “pendidikan anti diskriminasi”. The part of phrase was native and other part was borrowed. The word “pendidikan” in target language was native while the word “anti diskriminasi” in target language was borrowed from the source language ‘anti-discrimination’ with some changes. The letter ‘c’ in source language was changed into “k” in the target language and the suffix ‘-ion’ in source language was changed to suffix ‘-si’ in the target language.
- 2) ‘sekolah’ is native in target language while ‘bisnis’ was borrowed from source language ‘business’ by copying the sound and with some changes in writing form.
- 3) ‘pendidikan’ is native while ‘industri’ is borrowed from source language ‘industry’.
- 4) ‘pendidikan’ is native while ‘sistem’ is borrowed from source language ‘system’.
- 5) ‘pendidikan’ is native while ‘reformasi’ is borrowed from source language ‘reform’.
- 6) ‘pendidikan’ is native while ‘sistem’ and ‘reformasi’ are borrowed from source language ‘system’ and ‘reform’.
- 7) ‘pendidikan’ is native in target language while ‘teknologi’ is borrowed from source language ‘technology’ .

- 8) 'sekolah lima hari seminggu' in target language is native while 'sistem' is borrowed from source language 'system'.
- 9) 'laboratorium' is borrowed from source language 'laboratory' with some changes in writing form while 'bahasa' is native in target language.
- 10) 'pendidikan' is native in target language while 'multimedia' was borrowed from source language 'multi-media'.
- 11) 'sekolah' is native in target language while 'musik' was borrowed from source language 'music'.
- 12) 'universitas' was borrowed from source language 'university' while 'terbuka' is native in target language.
- 13) 'institut' and 'teknologi' were borrowed from source language 'institute' and 'technology', the word 'sains' is naturalized from the source language 'science' by duplicate the pronunciation form while 'dan' is native in target language.
- 14) 'Undang-Undang' and 'pendidikan' are native in target language while 'sosial' was borrowed from source language 'social'.
- 15) 'sekolah' is native in target language while 'teknik' was borrowed from source language 'technical' with some changes in writing form.

b) Calque

There is no calque found in the data.

c) Literal Translation

Literal translation is defined by Vinay and Darbelnet (1995:215) as “the direct transfer of a source language into a grammatically and idiomatically appropriate target text..” that means Literal, or word for word, translation is the direct transfer of a source language text into a grammatically and idiomatically appropriate target language text in which the translators’ task is limited to observing the adherence to the linguistic servitudes of the target language.

The following table shows the data which concluded into literal translation where the text in source language is translated word for word into target language by adopting target language structure.

Table 4.5: Literal translation data

No.	No. Data	SOURCE LANGUAGE	TARGET LANGUAGE
1.	4.	beauticians’ school	sekolah kecantikan
2.	7.	boarding school	sekolah berasrama
3.	8.	branch school	sekolah cabang
4.	10.	central education council	dewan pendidikan pusat
5.	11.	certificate	ijazah
6.	17.	commercial school	sekolah bisnis
7.	18.	compulsory education	pendidikan wajib
8.	21.	dancing school	sekolah menari
9.	28.	educational environment	lingkungan pendidikan
10.	29.	educational measurement	pengukuran pendidikan

11.	30.	educational problem	masalah pendidikan
12.	34.	educator	pendidik
13.	35.	elementary education	pendidikan dasar
14.	36.	elementary school	sekolah dasar
15.	37.	entrance examination	ujian masuk
16.	39.	exam	ujian
17.	40.	examination	ujian
18.	41.	examination board	panitia ujian
19.	44.	grades	nilai
20.	48.	higher education	pendidikan tinggi
21.	51.	infant school	sekolah kanak-kanak
22.	56.	knowledge	pengetahuan
23.	58.	learning	belajar
24.	59.	learning through work experience	belajar lewat pengalaman kerja
25.	60.	lesson	pelajaran
26.	61.	life-long education	pendidikan seumur hidup
27.	62.	marks	nilai
28.	65.	midwives' school	akademi kebidanan
29.	68.	national school	sekolah negeri
30.	69.	nautical college	akademi pelayaran
31.	72.	nursery school	taman inderia

32.	73.	nurses' school	akademi perawat
33.	75.	overall evaluation	penilaian menyeluruh
34.	77.	physical trainig	latihan jasmani
35.	79.	preliminary examination	ujian pendahuluan
36.	83.	private school	sekolah swasta
37.	84.	punishment	hukuman
38.	85.	pupil	murid
39.	88.	registration	pendaftaran
40.	90.	scholarship	beasiswa
41.	91.	school building	gedung sekolah
42.	92.	School education law	UU pendidikan sekolah
43.	101.	Secondary education	Pendidikan menengah
44.	104.	Special school	Sekolah khusus
45.	105.	State-run school	Sekolah negeri
46.	108.	Technical college	Akademi kejuruan
47.	111.	vocational education	Pendidikan kejuruan
48.	112.	vocational school	Sekolah kejuruan

2. Indirect or Literal Translation Procedures

a) Transposition

According to Vinay and Darbelnet (1995:36) "transposition involves replacing one word class with another without changing the meaning of the message".

Table 4.6: Transposition data

No.	No. Data	SOURCE TEXT	TARGET TEXT
1.	2.	adult education	pendidikan orang dewasa
2.	5.	Board of education	dewan pendidikan
3.	6.	board of official textbook examination	badan pemeriksa buku teks resmi
4.	12.	class formed according to degree of advancement	kelas yang dibentuk berdasarkan tingkat kemajuan
5.	13.	classroom	ruangan kelas
6.	14.	co-education	pendidikan bersama pria dan wanita
7.	15.	college	perguruan tinggi
8.	19.	cram school	kursus (tambahan pelajaran)
9.	22.	demand for education	kebutuhan pendidikan
10.	24.	education free of pressure	pendidikan yang bebas dari stress dan tekanan
11.	26.	education of physically and mentally handicapped children	pendidikan anak-anak cacat fisik dan

			mental
12.	38.	Evaluation of achievement	penilaian pencapaian
13.	45.	Graduate school	pascasarjana
14.	46.	graduation	tamat sekolah
15.	49.	homework	pekerjaan rumah
16.	53.	Junior college	akademi
17.	55.	kindergarten	Taman Kanak-kanak
18.	63.	member of the board of the education	anggota dewan pendidikan
19.	76.	passing an exam	lulus ujian
20.	80.	prepatory school	kursus persiapan ikut ujian
21.	82.	principal	kepala sekolah
22.	87.	reexamination	ujian ulang
23.	93.	school for kindergarten teachers	sekolah guru TK
24.	94.	school for the blind	sekolah tunanetra
25.	95.	school for the deaf	sekolah tunarungu
26.	96.	school of accounting	sekolah akuntan
27.	97.	school of fine arts	sekolah kesenian
28.	98.	school of foreign language	sekolah bahasa asing
29.	99.	school of nursing	akademi perawat

30.	107.	teacher-training college	institut keguruan
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- 1) adult education → *pendidikan orang dewasa*
 (a phrase) (a clause)

‘adult education’ that is phrase in source language turning into a clause in target language.

- 2) board of education → *dewan pendidikan*

of is omitted but does not change the meaning of the message.

- 3) board of official textbook examination → *badan pemeriksa buku teks resmi*

of is omitted but does not change the meaning of the message.

- 4) class formed according to degree of advancement → *kelas yang dibentuk berdasarkan tingkat kemajuan*

of is omitted but does not change the meaning of the message. The word yang added to make the clause grammatically acceptable in target language.

- 5) classroom → *ruangan kelas*
 (a word) (a phrase)

classroom which is a word level in source language turning into a phrase level in target language.

- 6) co-education → *pendidikan bersama pria dan wanita*
 (a word) (a clause)

co-education which is a word level in source language turning into a clause level in target language.

7) college → perguruan tinggi

(a word) (a phrase)

college which is a word level in source language turning into a phrase level in target language.

8) cram school → kursus

(a phrase) (a word)

cram school which is a phrase level in source language turning into a word level in target language.

9) demand for education → kebutuhan pendidikan

for is omitted but does not change the meaning of the message.

10) education free of pressure → pendidikan yang bebas dari

stress dan tekanan

of is omitted but does not change the meaning of the message. The

word yang added to make the clause grammatically acceptable in

target language. Also pressure which is a word level turning into a

phrase level in target language.

11) education of physically and mentally handicapped children →

pendidikan anak-anak cacat fisik dan mental

of is omitted but does not change the meaning of the message.

12) evaluation of achievement → penilaian pencapaian

of is omitted but does not change the meaning of the message.

13) graduate school → pascasarjana

(a phrase) (a word)

graduate school which is a phrase level in source language turning into a word level in target language.

14) graduation → tamat sekolah
(a word) (a phrase)

graduation which is a word level in source language turning into a phrase level in target language.

15) homework → pekerjaan rumah
(a word) (a phrase)

homework which is a word level in source language turning into a phrase level in target language.

16) junior college → akademi
(a phrase) (a word)

junior college which is a phrase level in source language turning into a word level in target language.

17) kindergarten → taman kanak-kanak
(a word) (a phrase)

kindergarten which is a word level in source language turning into a phrase level in target language.

18) member of the board of the education → Anggota
dewan pendidikan

of is omitted but it does not change the meaning of the message.

19) passing an exam → lulus ujian
(a clause) (a phrase)

passing an exam which is a clause level in source language turning into a phrase level in target language.

20) preparatory school → kursus persiapan ikut ujian
(a phrase) (a clause)

preparatory which is a phrase level in source language turning into a clause level in target language.

21) principal → kepala sekolah
(a word) (a phrase)

principal which is a word level in source language turning into a phrase level in target language.

22) reexamination → ujian ulang
(a word) (a phrase)

reexamination which is a word level in source language turning into a phrase level in target language.

23) school for kindergarten teachers → sekolah guru TK

for is omitted but it does not change the meaning of the message.

24) school for the blind → sekolah tunanetra

for is omitted but it does not change the meaning of the message.

25) school for the deaf → sekolah tunarungu

for is omitted but they do not change the meaning of the message.

26) school of accounting → sekolah akuntan

of is omitted but it does not change the meaning of the message.

27) school of fine arts → sekolah kesenian

of is omitted but it does not change the meaning of the message.

28) school of foreign language → sekolah bahasa asing

of is omitted but it does not change the meaning of the message.

29) school of nursing → akademi perawat

of is omitted but it does not change the meaning of the message.

30) teacher-training college → institut keguruan

(a clause) (a phrase)

teacher-training college which is is a clause level in source language turning into a phrase level in target language.

b) Modulation

Modulation is a variation of the form of the message, obtained by a change in the point of view. This change can be justified when, although a literal, or even transposed, translation results in a grammatically correct utterance, it is considered unsuitable, unidiomatic or awkward in the TL.

Table 4.7: Modulation data

No.	No. Data	SOURCE TEXT	TARGET TEXT
1.	89.	right to education	hak memperoleh pendidikan

1) right to education → *hak memperoleh pendidikan*

the word to translated as *memperoleh* to makes sense the phrase because it sounds awkward if using literal translation procedure.

c) Equivalence

Data analysis indicated that there were 13 terms which applied equivalence procedure. Equivalence is a replacement of a source language situation by a communicatively comparable target language situation. There were 11 terms where languages describe the same situation by different structural means.

Table 4.8: Equivalence data

No.	No. Data	SOURCE TEXT	TARGET TEXT
1.	16.	Commercial High School	Sekolah Menengah Ekonomi Atas
2.	43.	girl's high school	Sekolah Menengah Atas Putri
3.	47.	High school	Sekolah Menengah Atas
4.	50.	Industrial high school	Sekolah Teknik Menengah
5.	54.	Junior High School	Sekolah Menengah Pertama
6.	64.	Middle school	Sekolah Menengah Pertama
7.	70.	Night High School	Sekolah Menengah Atas Malam
8.	71.	Night junior high school	Sekolah Menengah Pertama Malam
9.	78.	Pre-elementary school	Taman Kanak-kanak
10.	81.	Primary school	Sekolah Dasar

11.	102.	Secondary school	Sekolah Menengah Pertama
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The phrase “Commercial High School” in the source language was translated into a phrase “*Sekolah Menengah Ekonomi Atas*”. To see the equivalence of “Commercial High School” in the source language and “*Sekolah Menengah Ekonomi Atas*” in the target language, the writer used dictionary. Based on *Oxford Advanced Learner’s Dictionary 8th edition* (2013), the word “Commercial” connected with buying and selling of goods and services.

The phrase “High School” in the source language was translated into a phrase “*Sekolah Menengah Atas*”. To see the equivalence of “High School” in the source language and “*Sekolah Menengah Atas*” in the target language, the writer used dictionary. Based on *Oxford Advanced Learner’s Dictionary 8th edition* (2013), the phrase “High School” means a school for young people between the ages of 14 and 18 (in the US and some other countries).

The phrase “Junior High School” in the source language was translated into a phrase “*Sekolah Menengah Pertama*”. To see the equivalence of “Junior High School” in the source language and “*Sekolah Menengah Pertama*” in the target language, the writer used dictionary. Based on *Oxford Advanced Learner’s Dictionary 8th edition* (2013), the phrase “Junior High School” means a school for young people between the ages of 12 and 14 (in the US).

The phrase “Middle School” in the source language was translated into a phrase “*Sekolah Menengah Pertama*”. To see the equivalence of “Middle School” in the source language and “*Sekolah Menengah Pertama*” in the target language, the writer used dictionary. Based on *Oxford Advanced Learner’s Dictionary 8th edition* (2013), the phrase “Middle School” means a school for children for the ages of about 11 and 14 (in the US) or 9 and 13 (in Britain).

The phrase “Primary School” in the source language was translated into a phrase “*Sekolah Dasar*”. To see the equivalence of “Primary School” in the source language and “*Sekolah Dasar*” in the target language, the writer used dictionary. Based on *Oxford Advanced Learner’s Dictionary 8th edition* (2013), the phrase “*Primary School*” means a school for children between the ages of 5 and 11 (in Britain).

The phrase “Secondary School” in the source language was translated into a phrase “*Sekolah Menengah Pertama*”. To see the equivalence of “Secondary School” in the source language and “*Sekolah Menengah Pertama*” in the target language, the writer used dictionary. Based on *Oxford Advanced Learner’s Dictionary 8th edition* (2013), the word “Secondary School” means a school for young people between the ages of 11 and 16 or 18.

d) Adaptation

There is no adaptation found from the data.

The result of analysis, based on the findings above, it is found 112 education terms; there are 22 cases of “borrowing” (0 case of “pure loanword”, 7 cases of “mix loanwords”, 15 cases of “pure loanwords”), 48 cases of literal translation, 30 cases of transposition, 1 case of modulation, and 11 cases of equivalence. There are no cases of calque and adaptation found from the data which are analyzed.

Based on the description above, here the writer analyzed the data to the form of Noun Phrase based on the SL. It can be seen on the table below:

Table 4.9: Noun Phrase form of education terms data

No. Data	SOURCE TEXT	TARGET TEXT	NOUN PHRASE FORM
1.	academy	akademi	N
2.	adult education	pendidikan orang dewasa	AN
3.	anti-discrimination education	pendidikan anti diskriminasi	AN
4.	beauticians' school	sekolah kecantikan	NN
5.	board of education	dewan pendidikan	NPN
6.	board of official textbook examination	badan pemeriksa buku teks resmi	NPANN
7.	boarding school	sekolah berasrama	NN
8.	branch school	sekolah cabang	NN
9.	business school	sekolah bisnis	NN

10.	Central Education Council	Dewan Pendidikan Pusat	ANN
11.	certificate	ijazah	N
12.	class formed according to degree of advancement	kelas yang dibentuk berdasarkan tingkat kemajuan	NP(-ed)PNPN
13.	classroom	ruangan kelas	N
14.	co-education	pendidikan bersama pria dan wanita	N
15.	college	perguruan tinggi	N
16.	Commercial High School	SMEA(Sekolah Menengah Ekonomi Atas)	AAN
17.	commercial school	sekolah bisnis	AN
18.	compulsory education	pendidikan wajib	AN
19.	cram school	kursus (tambahan pelajaran)	VN
20.	curriculum	kurikulum	N
21.	dancing school	sekolah menari	NN
22.	demand for education	kebutuhan pendidikan	NPN
23.	discipline	disiplin	N
24.	education free of	pendidikan yang bebas	NAPN

	pressure	dari stress dan tekanan	
25.	education industry	industri pendidikan	NN
26.	education of physically and mentally handicapped children	pendidikan anak-anak cacat fisik dan mental	NPACAAN
27.	education system	sistem pendidikan	NN
28.	educational environment	lingkungan pendidikan	AN
29.	educational measurement	pengukuran pendidikan	AN
30.	educational problem	masalah pendidikan	AN
31.	educational reform	reformasi pendidikan	AN
32.	educational system reform	reformasi sistem pendidikan	ANN
33.	educational technology	teknologi pendidikan	AN
34.	educator	pendidik	N
35.	elementary education	pendidikan dasar	AN
36.	elementary school	SD (Sekolah Dasar)	AN
37.	entrance	ujian masuk	NN

	examination		
38.	evaluation of achievement	penilaian pencapaian	NPN
39.	exam	ujian	N
40.	examination	ujian	N
41.	examining board	panitia ujian	P(-ing)N
42.	five-day week school system	sistem sekolah lima hari seminggu	NNNN
43.	girl's high school	SMA Putri	NAN
44.	grades	nilai	N
45.	graduate school	pascasarjana	NN
46.	graduation	tamat sekolah	N
47.	high school	SMA (Sekolah Menengah Atas)	AN
48.	higher education	pendidikan tinggi	AN
49.	homework	pekerjaan rumah	N
50.	industrial high school	STM (Sekolah Teknik Menengah)	AAN
51.	infant school	sekolah kanak-kanak	AN
52.	institute	institut	N
53.	junior college	akademi	AN
54.	junior high school	SMP (Sekolah Menengah	AAN

		Pertama)	
55.	kindergarten	TK (Taman Kanak-kanak)	N
56.	knowledge	pengetahuan	N
57.	language laboratory	laboratorium bahasa	NN
58.	learning	belajar	N
59.	learning through work experience	belajar lewat pengalaman kerja	NPNN
60.	lesson	pelajaran	N
61.	life-long education	pendidikan seumur hidup	AN
62.	marks	nilai	N
63.	member of the board of education	anggota dewan pendidikan	NPNP
64.	middle school	SMP (Sekolah Menengah Pertama)	AN
65.	midwives' school	akademi kebidanan	NN
66.	multi-media education	pendidikan multimedia	NN
67.	music school	sekolah musik	NN
68.	national school	sekolah negeri	AN
69.	nautical college	akademi pelayaran	AN
70.	night high school	SMA malam	NAN
71.	night junior high	SMP malam	NAAN

	school		
72.	nursery school	taman inderia	AN
73.	nurses' school	akademi perawat	NN
74.	open university	universitas terbuka	AN
75.	overall evaluation	penilaian menyeluruh	AN
76.	passing an exam	lulus ujian	AN
77.	physical training	latihan jasmani	AN
78.	pre-elementary school	TK (Taman Kanak-kanak)	AN
79.	preliminary examination	ujian pendahuluan	AN
80.	preparatory school	kursus persiapan ikut ujian	AN
81.	primary school	SD (Sekolah Dasar)	AN
82.	principal	kepala sekolah	N
83.	private school	sekolah swasta	AN
84.	punishment	hukuman	N
85.	pupil	murid	N
86.	recommendation	rekomendasi	N
87.	reexamination	ujian ulangan	N
88.	registration	pendaftaran	N
89.	right to education	hak memperoleh pendidikan	NPN

90.	scholarship	beasiswa	N
91.	school building	gedung sekolah	NN
92.	School Education Law	UU Pendidikan Sekolah	NNN
93.	school for kindergarten teachers	sekolah guru TK	NPNN
94.	school for the blind	sekolah tunanetra	NPN
95.	school for the deaf	sekolah tunarungu	NPN
96.	school of accounting	sekolah akuntan	NPN
97.	school of fine arts	sekolah kesenian	NPAN
98.	school of foreign language	sekolah bahasa asing	NPAN
99.	school of nursing	akademi perawat	NPN
100.	science and technology institute	institut sains dan teknologi	NCNN
101.	secondary education	pendidikan menengah	AN
102.	secondary school	SMP (Sekolah Menengah Pertama)	AN
103.	Social Education Law	UU Pendidikan Sosial	ANN
104.	special school	sekolah khusus	AN
105.	state-run school	sekolah negeri	NN

106.	syllabus	silabus	N
107.	teacher-training college	institut keguruan	NN
108.	technical college	akademi kejuruan	AN
109.	technical school	sekolah teknik	AN
110.	university	universitas	N
111.	vocational education	pendidikan kejuruan	AN
112.	vocational school	sekolah kejuruan	AN

After analyzed the education terms in the form of Noun Phrase above, the writer counted data and described the dominant Noun Phrase that can be seen on the following tables:

Table 4.10: The number of education terms in noun phrase and the percentage

Code	Type of Noun Phrase	Quantity	Percentage
AN	Adjective + Noun	36	30%
N	Noun	28	25%
NN	Noun + Noun	17	15%
NPN	Noun + Prep. + Noun	8	7%
AAN	Adjective + Adjective + Noun	3	3%
ANN	Adjective + Noun + Noun	3	3%
NAN	Noun + Adjective + Noun	2	2%
NPAN	Noun + Prep. + Adjective + Noun	2	2%
NPNN	Noun + Prep. + Noun + Noun	2	2%
NNN	Noun + Noun + Noun	1	1%
NPANN	Noun + Prep. + Adjective + Noun + Noun	1	1%
NNNN	Noun + Noun + Noun + Noun	1	1%
NAAN	Noun + Adjective + Adjective + Noun	1	1%
NPNP	Noun + Prep. + Noun + Prep. + N	1	1%

NP(- ed)PNPN	Noun + Participle (-ed) + Prep. + Noun + Prep. + Noun	1	1%
NCNN	Noun + Conj. + Noun + Noun	1	1%
VN	Verb + Noun	1	1%
P(-ing)N	Participle (-ing) + N	1	1%
NAPN	Noun + Adjective + Prep. + Noun	1	1%
NPACAAN	Noun + Prep. + Adjective + Conj. + Adjective + Adjective + Noun	1	1%
Total of education terms		112	100%

Table 4.11: The translation procedure of the education terms in noun phrase

			Structure																		Quantity	Percentage of the use translation	
			A N	N	N N	N P N	A A N	A N N	N A N	N P A N	N P N N	N N N	N P A N N	N N N	N A A N	N P N P N	N P(-ed) PN PN	N C N N	V N	P(-ing) N			N A P N
Procedure	Direct	Borrowing	3	7	5		2					1				1					19	17%	
		Literal Translation	23	14	10		1		1	1									1			51	45%
	Oblique	Transposition	5	7	2	7			2	1		1			1	1		1		1	1	30	27%
		Modulation				1																1	1%
		Equivalence	5				3		2						1							11	10%
	Total education terms of class		36	28	17	8	3	3	2	2	2	1	1	1	1	1	1	1	1	1	1	112	100%

2. The Dominant Type of the Translation Procedure Found in Education

Terms of “*Kamus Istilah Inggris-Indonesia*”

Table 4.12: Table of findings

No.	Translation Procedures	No. Data	Total	Percentage
1.	Borrowing	<p>PL (-)</p> <p>ML (1, 20, 23, 52, 86, 106, 110)</p> <p>LB (3, 9, 25, 27, 31, 32, 33, 42, 57, 66, 67, 74, 100, 103, 109)</p>	22	19%
2.	literal translation	(4, 7, 8, 10, 11, 17, 18, 21, 28, 29, 30, 34, 35, 36, 37, 39, 40, 41, 44, 48, 51, 56, 58, 59, 60, 61, 62, 65, 68, 69, 72, 73, 75, 77, 79, 83, 84, 85, 88, 90, 91, 92, 101, 104, 105, 08, 111, 112)	48	43%
3.	transposition	(2, 5, 6, 12, 13, 14, 15, 19, 22, 24, 26, 38, 45, 46, 49, 53, 55, 63, 76, 80, 82, 87, 93, 94, 95, 96, 97, 98, 99, 107)	30	27%
4.	modulation	(89)	1	1%
5.	equivalence	(16, 43, 47, 50, 54, 64, 70, 71,	11	10%

		78, 81, 102)		
Total			112	100%

Based on the table above, the dominant type of translation procedure found in education terms of “*Kamus Istilah Inggris-Indonesia*” was literal translation with 43%, then transposition with 27% and borrowing with 19%.

Reason of literal translation as the most dominant procedure of direct translation that used in translating the term of Education found because it is data were more noticeable or got superior numbers among the other procedures. It is done because translator had change the stucture of SL to TL. But, the words and the style in ST were defended in TT. Futhermore, why literal translation as the most dominant procedure because mostly the education terms data found were not needed any changes, like those concerning grammatical concord or inflectional endings.

Reason of transposition as the second dominant procedure of indirect translation that used in translating the term of Education because by using this procedure, the writer can translate the SL to TL by changing the grammar in order to find the meaning which can be comprehended by the reader. It is done because the SL cannot be translated directly without altering meaning or fixing up the grammatical and stylistic elements of the target language.

B. Discussion

The importance of the translation process in communication propose componential analysis which describes as being “the most accurate translation procedure, which exludes the culture and highlights the message” (newmark, 1986:96). A good translation should fulfill the same purpose in the new language as the original did in the source language. It should have the feel of the original. But, the translation should be characterized by “naturalness of expression” in the translation and that should relate to the culture of the “receptor”. (Nida, 1964:134)

In this research, the writer has used Vinay and Darbelnet theory of translation procedure to analyze data and found that not all of the procedures exist in data analysis since the writer did not found any calque and adaptation procedures. Based on writer analysis, calque and adaptation procedure did not exist in data because none of data which have analyzed fulfill the characteristic of both procedures based on the theory of Vinay and Darbelnet.

Based on the result of analysis, there found 112 cases containing 5 procedures, there are 22 cases of borrowing or 19%, 48 cases of literal translation or 43%, 30 cases of transposition or 27%, 1 case of modulation or 1%, and 11 cases of equivalence or 10%. Also based on data presentation and discussion of the research before, it can be concluded there were 20 components of 112 education terms in noun phrase forms, the highest components are Adjective + Noun with 36 education terms or 30%.

Based on the findings above, 43% of literal translation where the words and the style of SL are defended into the TL. Then 27% of transposition where the SL is translated based on the TL of the translator. Venutti (1995:305) noted that: A translated text should be the site at which a different culture emerges, where a reader gets a glimpse of a cultural other and resistency. A translation strategy based on an aesthetic of discontinuity can best preserve that difference, that otherness, by reminding the reader of the gains and losses in the translation process and the unbridgeable gaps between cultures.

CHAPTER V
CONCLUSION AND SUGGESTION

A. Conclusion

Vinay and Darbelnet theory of translation procedure that used to analysis data are easy to apply because each procedure is easy to understand. Having analyzed the data of this analysis, it is concluded that the dominant procedure that is found from the data is literal translation with 48 cases (43%). Based on table concludes that not all procedures exist in this data analysis. Calque and adaptation do not exist in this analysis. The results of data analysis will be presented by following table which conclude the number of cases and the percentage of each procedure.

Table 5.1: Data findings

No.	Type of procedures	Number of cases	Percentages
1.	Borrowing	22	19%
2.	<i>Calque</i>	0	0%
3.	Literal Translation	48	43%
4.	Transposition	30	27%
5.	Modulation	1	1%
6.	Equivalence	11	10%
7.	Adaptation	0	0%

B. Suggestion

Translation is an interesting subject to study. There are other parts of translation that can be observed from the data in this thesis. Therefore, it is suggested to those who are interested in studying translation to make other translation from this thesis such as the translation shifts, translation equivalence, and others. It is also suggested for those who are interested to observe seven procedures of translation to explore more about each process in translation such as the elaboration of borrowing, calque, and so on.

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